DOCUMENT RESUME

ED 423 640 EC 306 715

AUTHOR	Browning, Philip; Rabren, Karen
TITLE	Transition V & VI in Alabama: A Profile of Commitment: State Conference Proceedings.
INSTITUTION	Auburn Univ., AL. Dept. of Rehabilitation and Special Education.
PUB DATE	1997-01-00
NOTE	202p.; Proceedings of the Annual Statewide Conference on Transition (5th, Auburn, Alabama, February 8-10, 1995) and Proceedings of the Annual Statewide Conference on Transition (6th, Auburn, Alabama, February 28-March 1, 1996).
AVAILABLE FROM	Department of Rehabilitation and Special Education, College of Education, 1228 Haley Center, Auburn University, AL 36849-5226 ($6).
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Agency Cooperation; *Career Development; Coordination; Daily Living Skills; *Disabilities; *Education Work Relationship; Family Involvement; High Schools; School Business Relationship; *Self Determination; State Programs; Student Empowerment; Supported Employment; *Transitional Programs
IDENTIFIERS	*Alabama

ABSTRACT

This publication provides information on the Alabama Transition Initiative for students with disabilities, including papers presented at two statewide transition conferences. Conference papers include: (1) "Pell City School System's Community Transition Team Model" (Deloris Frasier); (2) "Alabama's MH/MR Service Coordinators in Transition" (Billy Ray Stokes); (3) "Auburn's High School Caf Business" (Ginger Hughes); (4) "Futures Unlimited: Person Centered Planning, Personal Growth, and Life Outcomes" (Linda M. Nutt and Vicki Hicks Turnage); (5) "Tassel Transition Model: Teaching All Students Skills for Employment and Life" (Jill Solow); (6) "Transition with Help from Alabama's JTPA Program" (Mickey Humphries and others); (7) "Business Education Linkages" (Lloyd W. Tindall); (8) "Self-Determination Preconference Workshop" (Jamey Sproull); (9) "Promoting Self-Determined Behavior Using the Life Centered Career Education Curriculum" (Michael Wehmeyer); (10) "Service Coordination: What It Is and How You Can Make It Work" (Linda Nutt and others); (11) "Greater Birmingham's Summer Youth Employment and Training Program" (Gary Edwards and others); (12) "Family Involvement in Supported Employment" (Daniel Lustig); (13) "Red Level's Print Shop" (Sharon Dye); (14) "Madison County's Technical Center for World of Work" (P. J. Cormier); (15) "How To Win Friends and Influence Your Community" (Susan Ellis and Charlotte Bell); (16) "Partnership in Action: Vocational Rehabilitation, Special Education, Vocational Education Collaboration in the High School" (Robin A. Groves and others); (17) "Important Considerations for Community-based Instruction" (DaLee Chambers); and (18) "Alabama and the LCCE Curriculum" (Larry Minor). (Individual papers include references.) (CR)

ED 423 640

Transition V & VI in Alabama

A Profile of Commitment

school community

Philip Browning and Karen Rabren

State Conference Proceedings
January 1997

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Browning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 306715

The Alabama Vision
for
Citizens with Disabilities

- *All citizens in Alabama, including individuals with disabilities, will exit secondary education capable of achieving independence, productivity, inclusion, respect, and happiness in the community.*

- *All Alabama citizens have competencies, capabilities, and personal goals that are recognized, supported, and encouraged.*

- *As contributing, dignified, and valued citizens of Alabama, individuals with disabilities will exercise meaningful personal choices as a family member, employee, citizen, volunteer consumer, and friend.*

- *All human service systems in Alabama will provide consistent and timely services, supports, and other assistance to individuals with disabilities in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences.*

- *All Alabama citizens, including individuals with disabilities, will have access to opportunities and necessary support for full participation in interdependent personal relationships, work, living, and community life.*

The interagency Alabama Transition Task Force, 1994

Transition V and VI in Alabama

A Profile of Commitment

Philip Browning, Ph.D
Department of Rehabilitation and Special Education
College of Education
Auburn University

and

Karen Rabren, Ph.D.
Training Specialist
Alabama Transition Initiative
Special Education Services
State Department of Education

copies available through:

Department of Rehabilitation and Special Education
College of Education
1228 Haley Center
Auburn University, AL 36849-5226

All Alabama transition stakeholders wish to express their appreciation for the joint funding which has helped to make this annual conference possible. We wish to thank the following contributors:

- Special Education Services, State Department of Education
- Alabama Department of Rehabilitation Services
- Career/Technical Education, State Department of Education
- Alabama's Developmental Disabilities Council
- Department of Mental Health/Mental Retardation
- College of Education, Auburn University

Auburn University is an equal opportunity educational institution and employer

In

Commemoration

of

Donn E. Brolin

(1936-1996)

on behalf of
Alabama's transition stakeholders

"Dr. Brolin presenting a keynote address at Transition I"

A Letter from Phil

Dear Alabama Stakeholders:

As you well know, our Mission is to enhance the quality of life for Alabama's youth and young adults with disabilities, along with their parents and other family members. One important strategy for helping us in this endeavor is to increase the quantity and quality of transition-related activities throughout the state, and herein lies the purpose of our annual event. First, it provides us with the opportunity to generate new ideas for improving existing transition programs, strategies, techniques and policies. And second, it serves as a forum through which we can continue to expand and strengthen the network for all transition stakeholders.

If I was writing this letter to those present at the first conference held in 1991, it would be addressed to approximately 200 people who attended. Well, I am happy to inform you that the mailing list has increased considerably since then. In other words, this letter is going out to over 1,000 stakeholders who attended Transition V and VI. And, my reading is that the next letter will be mailed to over 600 people who participated in Transition VII. I am indeed confident that our Mission can be well served through such a sizable number of caring and committed stakeholders.

You will note that Dr. Rabren and I begin these proceedings with the Section we call 'News Update.' The fact is there have been many strategic advancements in transition in our state over the past several years. One of the most significant ones is the award of the 5-year state systems change grant known as the **Alabama Transition Initiative** *(ATI). Be sure to learn about this most exciting and promising happening, as well as Alabama's Occupational Diploma, ATI's Information Center, ATI's Family Coalition in Transition, ATI's Student Tracking System, the Department of Rehabilitation Service's Supported Employment Program, and Auburn's Master's Program in Transition and Distance Learning Program in Transition. Also, we elected to provide you with a window to the past regarding Alabama's annual transition conference. You will find, for example, such things as pictures of our keynote speakers since Transition I, as well as a Table of Contents for each of the previous four proceedings.*

As for Transition V and VI, I think that most of you found them to be substantial in their own right. Consider, for example, we had such national celebrities as Mitchell Levitz, co-author of Count us In: Growing Up with Down's Syndrome, and Heather Whitestone, former Miss Alabama and Miss America. Joining them were nine nationally recognized leaders—Dr. Gary Clark, Dr. Michael Wehmeyer, Dr. Gary Meers, Dr. Lloyd Tindall, Dr. Mary Cronin, Dr. James Patton, Dr. Rachel Wise, Mr. Cary Griffin, and Mr. Derrick Dufresne.

Most definitely, these prominent advocates and leaders have played a significant role in helping us to advance our Mission. I want to remind you once again, however, that in my view the strength of the conference comes from Alabama's own stakeholders, for it is through their presentations that we learn first-hand what is happening in local communities throughout the state. It is through their presence that we learn of the many exciting ideas, curriculums, strategies, and programs.

I wish to close by noting that Dr. Donn Brolin was one of our very special guests when we first began in 1991 (see page i). I knew Donn well for he and I were peers in our doctoral program and remained friends and colleagues through the years. Alabama's stakeholders also know him well, for over 1,000 copies of his 'Life Centered Career Education' (LCCE) curriculum is used throughout the state. I dedicated my new book to him and noted:

"He centered his
career life
on the
life career
of youth and young adults with disabilities."

May his legacy be a continued source of strength and guidance as we continue our journey.

Phil

Table of Contents

The Alabama Vision for Citizens with Disabilities . . . . . inside cover
An Alabama Tribute to Donn E. Brolin ii
A Letter from Phil iii

A NEWS UPDATE

Alabama's Transition Initiative, Mabrey Whetstone 1
· *ATI's Training Initiative* , Karen Rabren 5
· *ATI's Community Transition Team*, Susan Williamson 13
· *ATI's Family Coalition in Transition*, Judy Barclay 15
· *ATI's Career/Technical Education Partnership*, Anita Sherman 17
· *ATI's Student Tracking System*, Linda Shumaker 19
Alabama's (proposed) Occupational Diploma, Mabrey Whetstone 22
Alabama's Supported Employment Program, Cary Boswell 25
Auburn's Master's Program in Transition, Caroline Dunn 27
Auburn's Distance Learning Program in Transition, Philip Browning 31

A WINDOW to I, II, III, IV

Transition I 33
Transition II 34
Transition III 35
Transition IV 37

TRANSITION V & VI: A Summary

Special Guests 39
Award Winners for Outstanding Performance 43
Preconference Workshops 46
Concurrent Sessions 48
Presenters 57

V & VI KEYNOTE ADDRESSES and CONFERENCE PAPERS

KEYNOTE ADDRESSES

An Interview with Mitchell Levitz: Co-Author of "Count Us In"
Mitchell Levitz and Phil Browning 62
STARs: Success Through Action and Realization of your dreamS
Heather Whitestone 77

CONFERENCE PAPERS

Pell City School System's Community Transition Team Model
Deloris Frasier 83
Alabama's MH/MR Service Coordinators in Transition
Billy Ray Stokes 86
Auburn's High School Cafe Business
Ginger Hughes 89
Futures Unlimited: Person Centered Planning, Personal Growth, and Life Outcomes
Linda M. Nutt and Vicki Hicks Turnage 91
Tassel Transition Model: Teaching All Students Skills for Employment and Life
Jill Solow 97
Transition with Help from Alabama's JTPA Program
Mickey Humphries, Celeste Sparks, Ann West, Rhonda Flowers, and Jake Jones . . 101
Business Education Linkages
Lloyd W. Tindall 105
Self-determination Preconference Workshop
Jamey Sproull 111
Promoting Self-Determined Behavior using the Life Centered Career Education Curriculum
Michael Wehmeyer, Ph.D 114
Service Coordination: What It Is and How You Can make It Work
Linda Nutt, Tricia Wiggins, Jeanette DeVaughn, and Ed Brandy 117
Greater Birmingham's Summer Youth Employment and Training Program
Gary Edwards, Beulah Brown, Dan Roth, Allison Norton, Bertha Morgan, and Kareen Latham 121
Family Involvement in Supported Employment
Daniel Lustig 125
Red Level's Print Shop
Sharon Dye 127
Madison County's Technical Center for World of Work
P. J. Cormier 130
How to Win Friends and Influence Your Community
Susan Ellis and Charlotte Bell 132
Partnership in Action: Vocational Rehabilitation, Special Education, Vocational Education Collaboration in the High School
Robin A. Groves, Wendy Baker, Jerry Williamson, Gail Swarthout, and Glennie Melton 133
Important Considerations for Community-based Instruction
DaLee Chambers 141
Alabama and the LCCE Curriculum
Larry Minor 146

STAKEHOLDERS ATTENDING V and VI

Transition Times

January 1, 1997 Volume V and VI

"An Alabama Tradition Since 1991"

News Update!

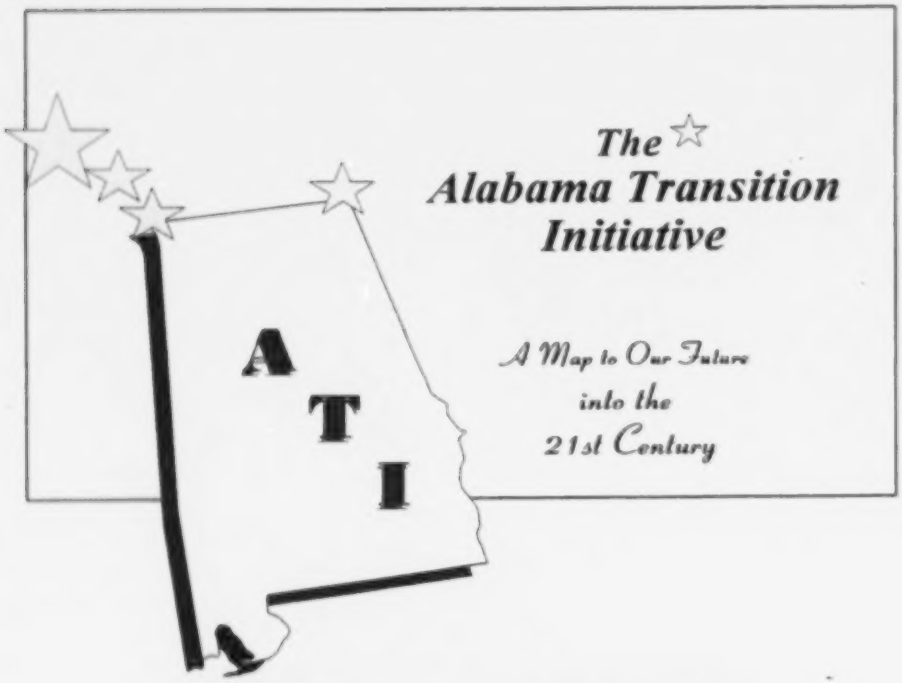
Have you heard the latest? If not, you will want to read all about it. Alabama now has a number of new happenings for its youth and young adults with disabilities. This section will give you a quick window to many of these new and exciting developments. The *Occupational Diploma* is now being considered by the State Department as one of the more promising pieces of news.

This option, if approved, will allow our state's youth and young adults with disabilities to ha[ve] what they consi[der] program that [will] life after s[chool] it will chan[ge] of the curri[culum] as well as h[ave] them to bet[ter]

One of the more exciting developments is the *Alabama Transitoin Initiative*. ATI is designed to truly impact the state in terms of high school services and program s for its students with disabilities. 'Mr. Whetstone, ATI Director, says "The five Initiatives will directly effect the quality and qua[lity] [pro]grams." He goes on to [say] [the] [im]portance of whqt we [do] every[day] [will] be [ef]fective." And [lead]ers [fut]ure of [Sec]tion 26, a

"*USA Today*" gives an update on global news

Yes, and "*Transition Times*" gives an update on transition events in Alabama



The Alabama Transition Initiative

A Map to Our Future into the 21st Century

.ATI Staff

Alabama's Transition Initiative

The *Alabama Transition Initiative* (ATI)[1] is a new statewide program designed to increase our State's capacity to improve its transition services, programs, and options so that we can more efficiently and effectively meet the tremendous needs of our youth in transition. This Initiative is led by the Alabama State Department of Education, Special Education Services, and Career/Technical Education, along with other key state agencies including the Department of Rehabilitation Services, Department of Mental Health and Mental Retardation, Department of Economic and Community Affairs, and Alabama State Employment Service. Also joining in this effort are parent and advocacy groups, local school districts, institutes of higher education, adult services providers, and employers across the state.

Mabrey Whetstone
ATI Director

Purpose

A major premise of ATI is the recognition that if true change in Alabama is to become a reality for individual students, it must happen and be sustained at the *local community level*. Thus, a major ATI goal is to support the development of comprehensive transition programs throughout the state which provide student-centered transition planning and implementation at the local level. This decentralized approach to 'system's change' is to empower local education agencies and communities to implement proven effective practices that will result in positive post-school adult outcomes.

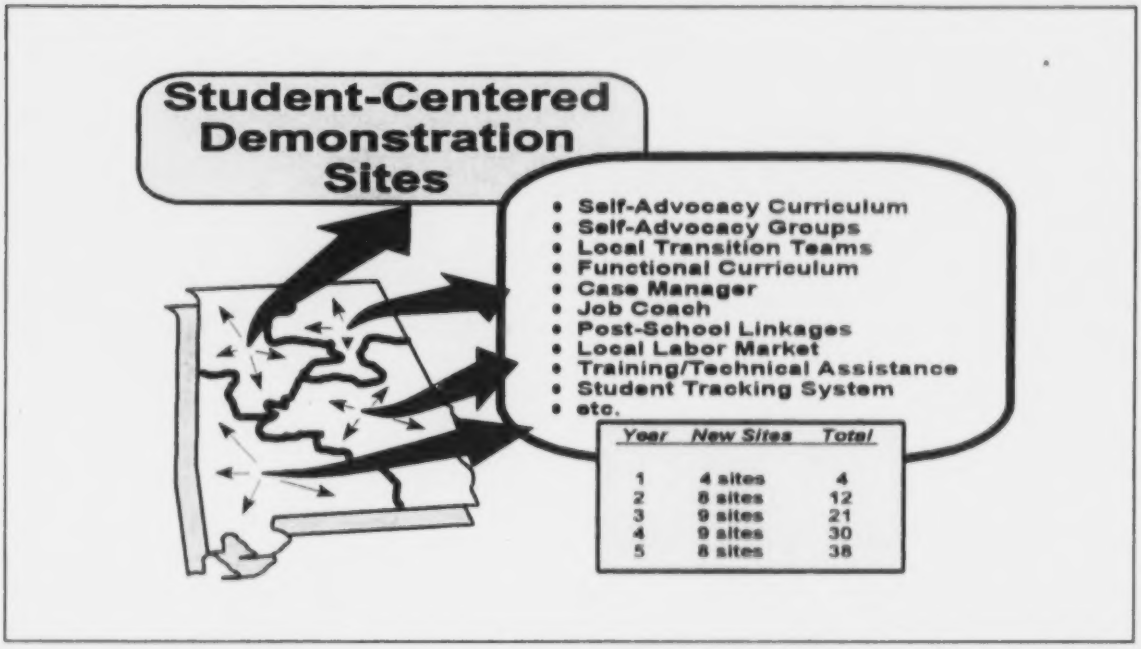
Local Program/Services: *Empower local education agencies and communities to implement proven effective practices, as well as to develop transition programs and services that result in positive postschool adult outcomes through the development of model Demonstration Sites.*

To accomplish this major goal, ATI will create a network of local school-based demonstration programs with effective, coordinated and accessible transition services, procedures and policies that may be replicated statewide. Toward this end, the major portion of grant dollars (see footnote) will be directed to the network of local Demonstration Sites. Each year, interested parties in each of the four regions have the opportunity to apply to become a Site.

Over the grant's five year period, approximately 1.5 million dollars will be allocated to local sites. As graphically reflected on the next page, the development of at least 38 Demonstration Sites over this time period will be possible through the annual award of grants to urban, rural, and suburban school districts. Specifically, each funded site will receive approximately $14,000 per year for up to two years for $28,000. This decentralized regional approach will provide easy access for any school system that may be interested in replicating the local model. In addition to these RFPs, considerable personnel grant dollar costs are directed to the local Sites. For example, the Training Specialist, the Family Support Specialist, the Student Tracking Specialist, and State Consultants duties are primarily devoted to the local sites.

---

[1] *ATI is partly supported by a five year systems change grant awarded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.*



In addition to the Local Program/Services Initiative, ATI has four additional goals, which are Interagency Initiative, Post-school Linkage Initiative, Training and Dissemination Initiative, and Student Tracking Initiative. All five of ATI's goals (or Initiatives) are also aimed at the Demonstration Sites and will provide the Sites with a number of added incentives at the expense of the grant: (1) intensive local on-site technical assistance, (2) local (and regional) training opportunities and networking, (3) extensive secondary curriculum enhancement, (4) access to innovative best practices and materials, (5) support in accessing other monies through public and private sources, and (6) acknowledgement and recognition through conference presentations and "showcase" visits.

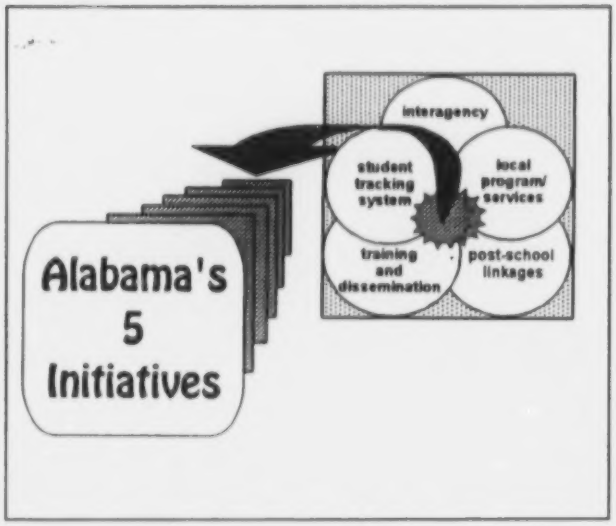
Interagency Initiative: *To identify any existing barriers to effective transition services, develop state and local policies/procedures that eliminate or reduce those barriers and thus promote a more comprehensive, coordinated transition service system.*

This Initiative will strengthen local (and state) partnerships needed among agencies in order to impact positive change. Its purpose is to identify any existing barriers to effective transition services, develop local and state policies and procedures that eliminate or reduce those barriers, and thus promote a more comprehensive, coordinated transition service system.

Post-School Linkage Initiative: *To create linkages between students and local adult services and opportunities available through state agencies, communities, business and industry, and employment assistance.*

This Initiative is intended to create linkages between students and local adult services and opportunities available through state agencies, communities, business and industry, and employment assistance. This will be accomplished, in part, through the provision of locally-based job coach services, dissemination of labor market needs, development of business and school partnerships, and postsecondary networks.

Training and Dissemination Initiative: *To implement a comprehensive training and dissemination program designed to improve and increase the ability of all stakeholders in transition to "promote" and "understand" the transition process.*



Through the provision of in-service training, technical assistance, distance education, and materials development, emphasis will be placed through this initiative on meeting the diverse needs of a broad array of stakeholders, such as students with disabilities and their families, local (and regional) transition teachers and service providers, employers, interagency personnel, and the general public.

Student Tracking Initiative: *To develop a statewide evaluation system for assessing and tracking the transition process and outcome(s) of Alabama's youth with disabilities.*

Finally, the intent of this Initiative is to (1) improve at the local level the transition planning process and related service programs, (2) serve as an accountability index for the state department regarding the performances (in-school and post-school) of its youth and young adults with disabilities, and (3) bridge Alabama's existing data collection systems currently being utilized by a variety of agencies.

Current Barriers to be Addressed

ATI's Initiatives are designed to significantly reduce the following barriers. These current barriers are:

- Lack of formal interagency agreements at both the state and local level.
- Lack of effective interagency (a) staff knowledge and cross-training, (b) program planning and coordination, and (c) service delivery coordination at both the state and local level.
- Lack of comprehensive transition Demonstration Sites, which incorporate all the components of effective transition from school-to-work and adult community living and participation.
- Lack of active and informed participation of students with disabilities, and their parents/families in the transition process from school-to-adult life.
- Lack of availability of appropriate functional community-based curriculum, relevant work experience opportunities, and community living training in local school programs.
- Lack of effective local community (a) awareness and knowledge, (b) planning, (c)

participation, (d) resource support, and (e) service coordination in the transition process and outcomes of local students with disabilities.

- Lack of effective employer (a) awareness and knowledge of the transition process, (b) input into transition planning process, and (c) linkages to transition programming and training.

- Lack of effective post-secondary education options and linkages for transition students.

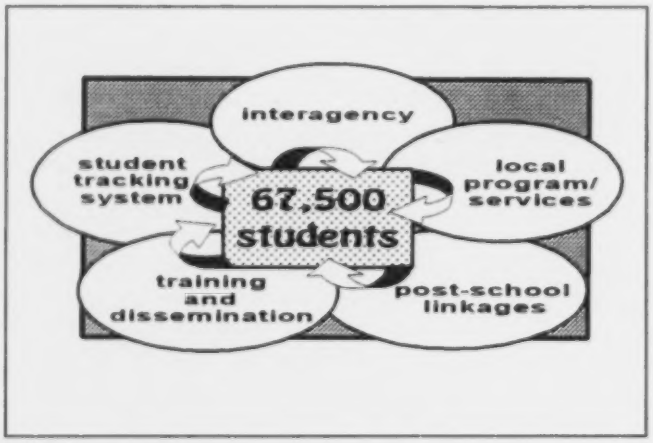
- Lack of transition best practice knowledge in preservice and inservice training and preparation of transition related personnel.

- Lack of a formal follow-along system for assessing and tracking the effectiveness of the transition process and quality of outcome(s) of Alabama's students with disabilities.

ATI's Staff

A full staff has now been assembled to help oversee ATI's Mission (see page 1). We are confident that, in due time, transition stakeholders throughout Alabama will become well acquainted with each of them. Clearly, they are highly committed to positively impacting upon the quality of life for our youth and young adults with disabilities and their family members. Also, as you get to know them, you will quickly learn of their competence and enthusiasm in serving this cause. Our 'core' staff include: Susan Williamson, ATI's *Transition Program Specialist*; Karen Rabren, ATI's *Training Specialist*; Anita Sherman, ATI's *Career/Technical Special Needs Specialist*; Judy Barclay, ATI's *Family Support Specialist*; Linda Shumaker, ATI's *Student Tracking Specialist*; and Belinda Cooley, ATI's *Support Staff*.

Summary



ATI is a forum designed for all transition stakeholders interested in the welfare of our youth with disabilities, including the students themselves, their parents and other family members, special education teachers, rehabilitation counselors, job coaches, social workers, employers, and the general public. Through the development and implementation of a comprehensive system of transition services, ATI's Mission is to positively impact approximately 67,500 youth with disabilities over the next five years. Building on existing state capacity, ATI will undertake five initiatives that are directed toward current barriers. By accomplishing these initiatives, empowerment will have been transferred to the local level with the direct beneficiaries being the students and their families. Thus, capacity-building steps will be taken to bring about an impacting and lasting change in the State's present system for youth and young adults with disabilities.

ATI's Training Initiative

A critical component of the Alabama Transition Initiative (ATI) is professional training and technical assistance. These and other dissemination activities (for example, materials development and distribution, news releases) are essential in augmenting systems change. Through ATI, a comprehensive training program presented in many formats is available to all stakeholders in transition. The implementation model for this training program is presented on page 6. This training can occur face-to-face at seminars, workshops, and conferences; or electronically through the Internet via e-mail, web forms, and CU-SeeMe conferences. One of the most attractive features to the ATI training model is that it is continuous and constantly changing. The very nature of transition dictates that training be organized in such a manner.

Karen Rabren
ATI's Training Specialist

Critical to the development and full implementation of the program, however, is the importance of identifying important transition training content for dissemination. The 'generic' content domains to be included in the comprehensive training plan are (a) foundations of transition, (b) functional assessment and curricula, (c) vocational and community preparation, (d) student and family involvement, and (e) interagency participation. Within these broad domains the full array of other significant topical areas will be addressed (e.g., self-advocacy, transition teams, policy-making for interagency agreements, self-determination curriculum, supported employment). The identification and selection for these broad content areas of *best practice* is based on a number of sources, including (a) our statewide study of 302 secondary special education teachers and 76 coordinators (Brown, Browning, & Dunn, 1992) (b) our statewide study of 57 rehabilitation transition specialists (Browning & Brechin, 1993), and (c) a sample of 172 Alabama transition personnel surveyed (Browning, Dunn, Shumaker, & Rabren, 1994).

While much information has been gathered to determine content for training, an important consideration for meeting this Training Initiative is to systematically (and continuously) assess training needs. A training needs assessment instrument has been developed for the purpose of determining specific training needs. As of this writing, this instrument has been mailed to over 1,000 transition service providers in Alabama. The results, which are now being analyzed, will be translated into training programs specifically designed to the expressed needs of transition stakeholders. The instrument will be available on a continuous basis, for example, through the ATI Information Center (ATIIC, see discussion that follows). Further, this assessment tool will be an on-going source of input to ATI training staff. Finally, the reader is encouraged to complete and return the needs assessment form (see end of paper).

Due to the wide array of individuals involved in the transition process, and the ever changing nature of transition, a key training medium to be used is the *Alabama Transition Initiative Information Center* (ATIIC). ATIIC is an online service developed to link all transition stakeholders and provide them with a continuous resource in transition. As the user will quickly learn, there are many opportunities for communication, training, and technical assistance through ATIIC. Consider, for example, users will be able to readily access transition information at the local, state, and national level. Through ATI's News Corner, they will be able to remain current of the latest

transition news in Alabama. They can communicate interactively with others who are online. They can hold live video conferences through the CU-SEEME format, and they can receive distance education courses through ATIIC. These are but a few of the communication network opportunities made possible through the Information Center.

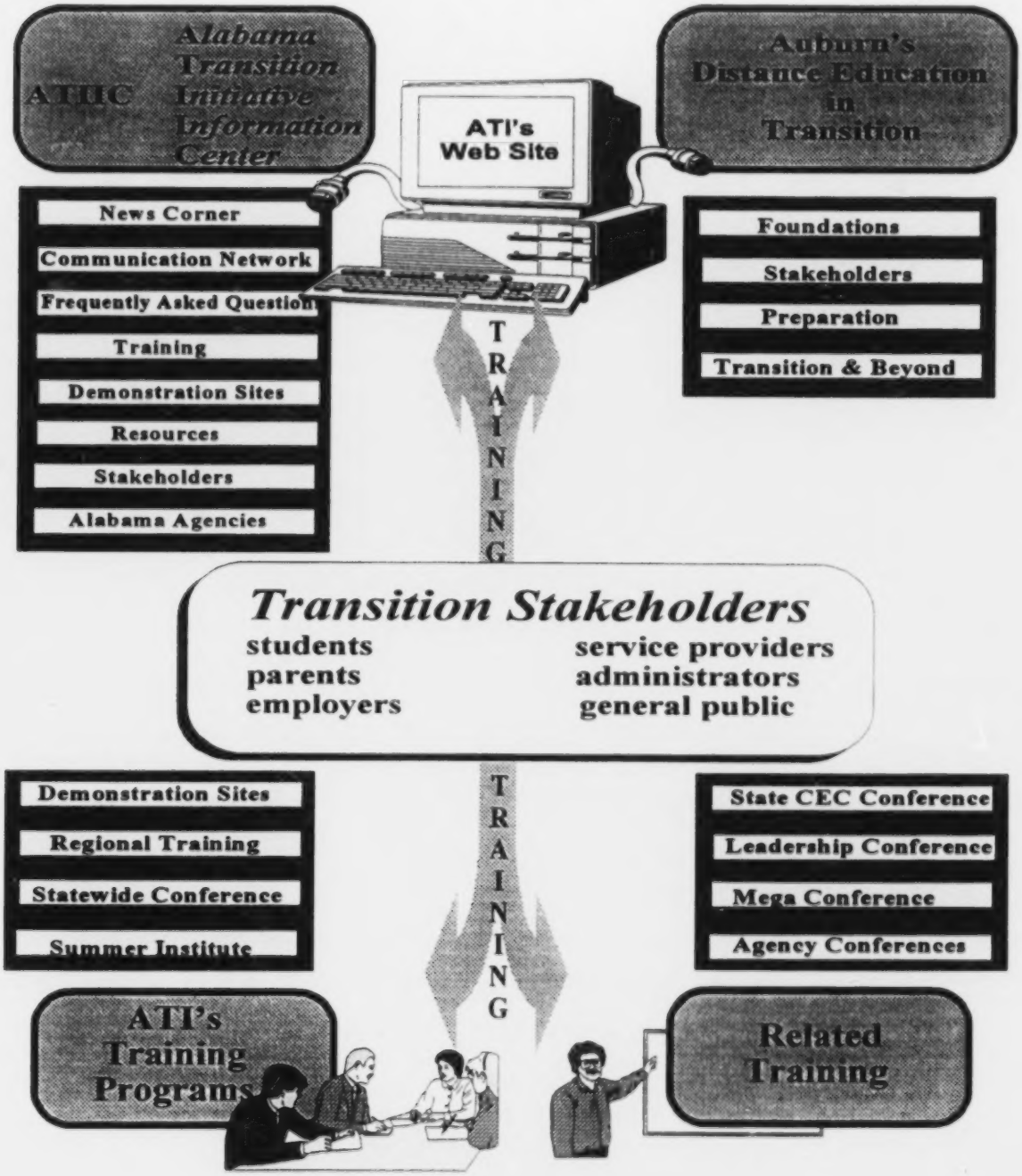


Figure 1: ***ATI's Training Model***

ATIIC is designed around the following major linkages which are: *(1) News Corner, (2) Communication Network, (3) Frequently Asked Questions/Answers, (4) Training, (5) Demonstration Sites, (6) Resources, (7) Stakeholders, and (8) Alabama Agencies*. It is through these entry gates that all of ATI's Website information is stored and can be readily retrieved. It is through these linkages briefly described below that the many avenues for communication networking is provided.

LINKAGES	DESCRIPTION	CONNECTORS
News Corner	This linkage provides the user with several types of news updates. For example, the user will receive current information about transition in Alabama from Mr. Whetstone, Director of the Alabama Transition Initiative. Also, a calendar of major transition events in Alabama is also posted.	· *ATI's Update* · *Family Update* · *Student Update* · *Calendar Update*
Communication Network	Many communication options are provided through this entry gate. Also, ATI offers many training opportunities on how to use some of the more sophisticated communication outlets, such as video conferencing.	· *1-800* · *Fax* · *E-mail* · *Electronic file transfer* · *Web Forum* · *CU-SEE me* · *Cool Talk*
Frequently Asked Questions & Answers	This is a highly promising entry gate in that it provides the user the opportunity to post any transition related question they wish. Through e-mail, they can list their question and get an on-line answer! All questions will remain posted for a period of time and be available for the user's viewing. Also, through this communication forum, ATI staff (and others) can quickly learn of the common types of transition questions being asked and become better prepared to address them.	· *computer network questions* · *transition questions*
Training	One of ATI's major objectives is to provide many different types of training opportunities to all interested transition stakeholders. Through improved knowledge and skills, we can more effectively meet the needs of students and their families. Through training, we can improve the quality of transition programs and services.	· *workshops* · *academic program* · *annual conference* · *distance education* · *needs input*
Demonstration Sites	One of ATI's major initiatives is to establish a network of local school-based demonstration programs with effective, coordinated and accessible transition services, procedures and policies. The ultimate goal is to equip and empower the local schools and communities with the direct beneficiaries being the students and their families. Within the next five years, Alabama will have at least 38 such demonstration sites distributed throughout four statewide geographic regions. Each year local school systems are given the opportunity to compete for an ATI demonstration site.	· *Region I North* · *Region II East* · *Region III West* · *Region IV South* · *Application*

BEST COPY AVAILABLE

LINKAGES	DESCRIPTION	CONNECTORS
Resources	As evident from the listing below, there is an abundance of information on transition, ranging from printed material, to visual material, to national centers, to professional organizations concerned with youth and young adults with disabilities. One of ATIIC's primary purposes is to make that information easily available to all stakeholders. If the inquirer cannot locate what they are searching for through these means, they can use ATIIC's question/answer format or other communication linkages (1-800, fax, etc.)	· *Printed materials* · *video tapes* · *CD ROM* · *National Centers* · *Other System Change Projects* · *Professional Organizations*
Stakeholders	Transition is unique in that it involves an array of individuals who are involved in improving the quality of life for young adults with disabilities. In other words, transition is an interdisciplinary process that draws upon a community of people which share a common concern and commitment for the welfare of our youth preparing for a productive and satisfying young adult life.	· *students* · *parents* · *special education teachers* · *career/technical 'special needs' teachers* · *rehabilitation counselors* · *job coaches* · *case managers* · *employers*
Alabama Agencies	There are many educational and social service agencies that play an important role in preparing individuals with disabilities for a successful and independent life. One of ATI's major initiatives is to coordinate these various agencies in order to more effectively serve the needs of the students and their family members.	· *Special Education* · *Vocational Education* · *Rehabilitation Services* · *Developmental Disabilities* · *Mental Health/Mental Retardation*

References

Brown, C., & Browning, P., & Dunn, C. (1992). *Secondary special education programs in Alabama: A descriptive profile.* Auburn, AL: Department of Rehabilitation and Special Education, Auburn University.

Browning, P., & Brechin, C. (1993). Alabama's rehabilitation transition counselors: A statewide study. *Alabama Council for Exceptional Children Journal*, (10), 3-9.

Browning, P., Dunn, C., Shumaker, L., & Rabren, K. (1994). Distance Education: Another Auburn strategy for training transition personnel in Alabama. *Alabama Council for Exceptional Children Journal, 11*(2), 32-37.

The Alabama Transition Initiative

Needs Assessment in Training & Technical Assistance

DIRECTIONS

Listed below are important topics in transition. Based on this list, we would like to know of your needs for training or technical assistance.

Step 1: Review the entire list of topics.

Step 2: Check (✓) from this list the 10 areas in which you need training or technical assistance.

Step 3: Finally, rate every topic in terms of its importance (1-5) to transition, regardless of whether you need training in that area.

Rating Scale

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = extremely important

Example

Select 10 Topics	Rate Importance of Topic				
✓					
___ 1. Legislation	1	2	3	4	✗
✓ 2. Transition Models	1	2	3	4	✗
___ 3. Transition Definitions	1	2	3	✗	5

This person feels that legislation and transition models are *extremely important* to transition. He or she also has chosen both legislation and transition models as two of the ten areas he or she needs training. This individual feels that transition definitions are *very important* but he or she does not need training in that area.

Select 10 topics for Training	Rate Importance of ALL Topics				
	not important				extremely important
___1. Legislation	1	2	3	4	5
___2. Transition Definitions	1	2	3	4	5
___3. Transition Models	1	2	3	4	5
___4. Future Trends & Issues	1	2	3	4	5
___5. Student-Centered Programming	1	2	3	4	5
___6. Student Self-Determination	1	2	3	4	5
___7. Student Self-Advocacy	1	2	3	4	5
___8. Family Involvement	1	2	3	4	5
___9. Functional Assessment	1	2	3	4	5
___10. Transition Planning	1	2	3	4	5
___11. Functional Curriculum	1	2	3	4	5

BEST COPY AVAILABLE

	not important				extremely important
__12. Community-Based Instruction	1	2	3	4	5
__13. Vocational Preparation	1	2	3	4	5
__14. Transportation	1	2	3	4	5
__15. Local Transition Teams	1	2	3	4	5
__16. Postschool Education & Training	1	2	3	4	5
__17. Adult Services	1	2	3	4	5
__18. Agency Collaboration	1	2	3	4	5
__19. Employment	1	2	3	4	5
__20. Community Networking	1	2	3	4	5
__21. Residential Options	1	2	3	4	5
__22. Quality of Life	1	2	3	4	5
__23. Post-School Outcomes	1	2	3	4	5
__24. Other _____	1	2	3	4	5

Transition Information

1. Do you feel you have a need for updated information in transition? __ yes; __ no

2. Who do you currently go to for information on transition, if anyone?
   _____

3. Do you wish you had more immediate access to information in transition? __ yes; __ no

4. What is the highest degree you have earned?__ Bachelors; __ Masters; __ Doctorate. In what area is this degree?
   _____

5. Are you currently working toward a degree or certification area? __ yes; __ no. If yes, what degree or certification are you pursuing and in what area?_____ _____.
   Degree or Certification Area

6. Would you be interested in becoming a leader in transition by continuing your education?
   __ yes; __ no .

Networking Opportunities

1. Have you used the **Internet**? __ yes; __ no. If yes, where have you accessed it?
   home ___; work __; other _____
   please specify

2. Would you be interested in transition networking opportunities through the Internet? __ yes; __ no.
   If yes, please check (✓) the ways in which you would like to use it in transition networking:
   - ___ Online Technical Assistance
   - ___ Resource Clearinghouse
   - ___ Distance Education (for credit)
   - ___ Interactive on-line conferences
   - ___Communication Networks for:
     - ___ Students
     - ___ Families
     - ___ Service Providers

3. Please indicate your current skill level in using Internet
___ poor; ___ fair; ___ good

4. Would you like to be trained on how to use the Internet for transition networking in Alabama?
___ yes; ___ no

Distance Education Opportunities

1. The following four courses on transition will be offered through Distance Education for credit at the undergraduate or graduate level at Auburn University. Are you interested in taking one or more courses?_____ yes; ___ no.
If yes, please ✓ the course(s) you would interested in taking through Distance Education.

_____ *Foundations in Transition*
_____ *Stakeholders in Transition*
_____ *Preparation in Transition*
_____ *Transition and Beyond*

2. The four Transition courses will be offered in various Distance Education formats. Please indicate which learning medium you would prefer.

_____ Video-based, text, and learners workbook
_____ Internet
_____ C-D Rom

3. Would you be interested in short courses in a particular transition topic for continuing education credit (CEU)?
___ yes; ___ no .

Your Suggestions

Do you have any particular concerns or suggestions regarding transition training and technical assistance as it relates to you and other stakeholders in your area? If so, please share with us your ideas below.

_____

_____

_____

_____

_____

_____

_____

Demographic Information

Name _____

Title _____

Address _____

County_____ School System_____

Telephone_____

E-mail _____ Fax_____

Years of experience working with youth and young adults in transition from school to work and community: _____ years.

Transition Role: Please identify and specify area/ location.
(For example: Teacher Special Education /High School):

_____

Please return to

Dr. Karen Rabren, Training Specialist
Alabama Transition Initiative
Alabama State Department of Education
Special Education Services
Post Office Box 302101
Montgomery, Alabama 36130-2101

ATI's Community Transition Teams

Coming together is a beginning.
Staying together is a progress.
Working together is a success.
-author unknown

As Transition Program Specialist, I will be involved in assisting the ATI Sites as they seek to refine their local Community Transition Team's (CTT) operations. Some of my major duties will include:

- Review and clarify existing collaborative state-level interagency agreements and report barriers,
- Develop working memoranda of agreements between various agencies without current agreements,
- Provide training for CTT members, and
- Conduct team's needs assessment and assist teams in identifying 3-5 areas for needed improvement.

Susan Williamson
ATI's Transition Program Specialist

Why do we need Community Transition Teams?

I believe that community transition teams may be one of the most powerful and crucial forces in achieving lasting systems change in transition. If young adults with disabilities are to succeed in attaining their adult living and employment objectives, then interagency collaboration and coordination of services must happen. Such targeted, focused efforts do not occur by happy accidents; rather, this collaboration is the result of a Community Transition Team (CTT) coming together. The practices of effective teams often include activities to:

- establish and identify organizational structures within the community to promote planning and delivery of transition services across schools and agencies;
- identify CTT members and provide training on transition issues and services;
- conduct a team needs assessment process to evaluate the status of secondary special education and transition services prioritize needed improvements;
- develop an annual action plan to address the top priority standards identified by the needs assessment;
- construct an organizational structure to accomplish the objectives of the annual action plan (e.g., subcommittees, networking with other transition teams, etc.); and
- review accomplishments and reassess needs systematically.

Establishing and strengthening CTT's are integral elements of the Alabama Transition Initiative Demonstration Sites. The CTT organizational structure, developed by Dr. Andrew Halpern, Professor and Director of Secondary Special Education and Transitional Programs at the University of Oregon, assists local communities improve their services to students with disabilities by discovering and implementing new and effective ways of providing secondary special education and transition services. Through the process of coming together and engaging in meaningful dialogue,

interagency linkages may be established that can facilitate working through common problems using the unique strengths of their own communities.

Who should serve on a Community Transition Team?

The strength of the CTT may be found within the diversity of its membership. Members should be recruited from a variety of stakeholders in transition so that a wide array of expertise and experiences may be represented. Thus, increased opportunities exist for creating a shared vision of an optimal transition program within local communities. Suggested Community Transition Teams may include:

- Students and Parents
- Representatives of Students/Family/Partners
- LEA administration
- Special/regular education representatives
- Post Secondary education personnel
- Public Health, Mental Health/Mental Retardation
- Employment Services Personnel, Vocational Rehabilitation Services
- Service Coordinator, Job Coach
- Career/Technical Education Personnel

What are the duties of a Community Transition Team?

Designing and overseeing the overall transition efforts of the community is the umbrella purpose of a CTT. Developing an annual action plan should be one of the top priorities of the CTT. The goals and objectives addressed in the annual action plan should be targeted toward improving individual transition outcomes for all students with disabilities. Therefore, the duties of the CTT should be structured to continuously review their current practices and explore new avenues for implementation. Some duties may include, but not be limited to:

- developing expertise in coordination of community resources;
- developing/implementing local interagency agreements;
- identifying local transition needs and barriers to effective practices;
- identifying local resources;
- developing timelines to achieve desired objectives;
- exploring best practices models for systems change;
- coordinating training and support to school personnel for IEP development; and
- assisting in data collection and follow-along activities

In summary, the community transition team becomes the guiding light for transition services in the local community. It is through the local team that a shared vision and labor results in improved lives for students with disabilities and their families.

ATI's Family Coalition in Transition

Parents must be directly involved in the decision-making and facilitating process regarding their sons and daughters transition plans as they prepare for young adult roles and responsibilities. As noted by Drs. Reilly and Lustig in a recent book chapter written by them and entitled *Family Facilitated Practices in Transition*[1]

> *After all, the student in transition is their [parent's] life investment. And, given the fact they are the child's lifespan thread, they (and other family members) can serve as the main bridge for ensuring a smooth and successful crossing from school-to-community.*

Judy Barclay
ATI's Family Support Specialist

ATI firmly believes in this position and the importance of students and their parents serving as leaders in the transition process. Thus, a major commitment of ATI is to increase the active participation of students with disabilities and their families in the transition process from school to adult life. My primary responsibility as ATI's Family Transition Specialist is to provide training tailored to the issues and concerns of students, families and other consumer advocates. More specifically, my role will be to identify, inform, recruit, and train parents to be active partners in the transition process. Presented below are several approaches for meeting this important commitment.

Alabama's Annual Transition Conference

One way parent training is provided is through Alabama's Annual Transition Conference. This effort first began in 1993 at Transition III when Dr. Ann Turnbull was invited to serve as the keynote speaker. Dr. Turnbull is a nationally recognized leader on families and disabilities, and the author of 'Group Action Planning,' which is a method for families to use in assisting their son or daughter in developing a plan-of-action through a network of concerned friends, family members, and others in the community. The next year approximately 50 parents attended the three day annual event which included an all day preconference designed specifically for them. At Transition V and VI, approximately 100 family members attended each. In order to offset their expenses, they received a scholarship made available through an $8,000 grant awarded through Alabama's Developmental Disabilities Council to financially support parent attendance. And for Transition VII, the DD Council has once again made available a parent scholarship grant ($10,000) to financially support at least 100 parents (and other family members) to attend this important training in transition, which also includes an all day preconference for families and other interested participants.

---

[1] This chapter is in Dr. Browning's new book: *Transition-in Action for Youth and Young Adults with Disabilities.*

ATI's Financial Support for Training

As evidence of ATI's commitment to family involvement in transition, it has specifically designated funds of $2,000 per educational region of the state (total cost = $8,000 per year) to be provided to teams of students and parents to attend relevant conferences across the state providing transition information. Teams are defined as an experienced student and parent exiting the school system with a student and parent beginning the transition process. This support includes hotel and conference fee reimbursement and travel reimbursement.

Parents of Alabama-Center for Training (PACT)

I also will work closely with the *Parents for Alabama Center of Training* (PACT), which is Alabama's Special Education Action Committee. Briefly, PACT is a non-profit coalition of parents of children with disabilities, concerned citizens, and organizations of parents and professionals serving Alabama's children with disabilities. *PACT* is SEAC's parent training and information center (PTI). In alignment with PACT, they will:

- provide individual information and support assistance to parents,
- develop appropriate advocacy training curriculum and materials,
- participate in dissemination of PACT training materials,
- provide parent training and follow-up assistance to participants, and
- participate in public awareness presentations.

Other Resources

There will be many other opportunities for parents to become highly informed about and actively involved in the transition of their son or daughter as they successfully prepare for the young adult world. One such important source is ATI's Information Center (ATIIC), which is an online service developed to link all transition stakeholders (including students and families) and provide them with a continuous resource in transition. One of ATIIC's linkages is called **News Corner**, which is to provide the user with news updates in transition. Through it, the user will have access to three areas of current information about transition in Alabama. These three modes of 'News' updates are *ATI's Update, Family Update*, and *Student Update*. I will be responsible for the Family News Corner. Also, through ATIIC, parents will be able to directly link with many other on-line services, such as with the Internet address **http://families.com.** This is the on-line address for *Exceptional Parent's* Family Education Network (FEN) website for parents and families of children with disabilities. Included is resource information regarding an array of topics such as education, disabilities, careers, transition, parenting, and so forth. A full description of the nature and function of Alabama's Transition Initiative Information Center is presented elsewhere in these conference Proceedings (see pages 5-8).

Summary

ATI fully values the importance of parents in playing a major role in preparing their son or daughter for a successful transition from high school into the adult world. My responsibility will be to help enable them to be active and effective participants in this transition process from school to post school life. Here the reader has been introduced to several major strategies that ATI is taking in order to make this possible.

ATI's Career/Technical Education Partnership

Career/Technical Education in Alabama is an integral part of the new *Alabama Transition Initiative*. Career/Technical Education took an active role in many transition related activities in 1996, and there are many new and exciting possibilities in the making. To set this stage of a working partnership, there is a new spirit of cooperation and collaboration between Special Education and Career/Technical Education. There is frequent open communication and understanding between the two divisions.

Anita Sherman
ATI's Career/Education
Special Needs Specialist

Dr. George Martin, former Career/Technical Education Director in Phenix City, is Alabama's new Director of the State Office of Career/Technical Education. Dr. Martin is committed to providing opportunities for students with disabilities and to the improvement of the curriculum of Career/Technical Education. The record of his former school system demonstrates that this can be effectively accomplished. In Special Education, Dr. Bill East, Assistant Director of Special Education Services, State Department of Education (SDE), continues his longtime support of this collaborative effort which will enable all of us to better serve students.

Further evidence of the collaborative effort between special Education and Career/Technical Education was my being hired as Career/Technical Special Needs Specialist, a new position within the SDE. In Career/Technical Education, I serve as a Technical Education District Specialist for the Southwest District and with Alabama VICA. In Special Education, I am focusing on the Alabama Transition Initiative Demonstration Sites and the Occupational Curriculum. In both Special Education and Career/Technical Education, I am working on the inclusion of students with disabilities in the regular Career/Technical Education Cooperative Programs. I have been a Technical School Counselor and Special Populations Coordinator for many years. Previously, I was a Marketing Education Coordinator. I have had the opportunity to see how career/technical education and special education can work together to serve the needs of all students.

One activity which took place during the summer of 1996, was that special educators, career/technical educators, Department of Rehabilitation Services personnel, students and parents began working together to design a totally new curriculum for students with disabilities. Methods for assuring that students with disabilities have every opportunity to participate in Career/Technical Education programs were put into a model. The curriculum is based on the state courses of study. However, this curriculum is relevant and applies to real life situations. The proposed Occupational Diploma Curriculum was developed to prepare students for successful employment. The draft is presented in five parts (a more detailed account is reported elsewhere in these proceedings (see pages 21-23):

- Employment English
- Math for Community Living
- Career Preparation (social studies)
- Life Skills Science
- Career/Technical Education.

The curriculum is being piloted in eight school systems in Alabama (Alabama School for Deaf and Blind, Gadsden City, Jefferson County, Mobile County, Montgomery County, Scottsboro City,

Shelby County, and Sumpter County). It is also being closely reviewed by a number of individuals and groups. As well, it is being correlated with the Life Centered Career Education (LCCE) curriculum, Secretary's Commission on Achieving Necessary Skills (SCANS), and the Jobs for America's Graduates (JAG) curriculum. The Occupational Diploma Curriculum includes intensive preparation for work-based experience. The actual work-based experience will be substantial enough to demonstrate the student's readiness for the workplace. Finally, instead of the Exit Exam required for a regular diploma, the Occupational Diploma student will be evaluated by a portfolio assessment. The portfolio will include samples of students' mastery of skills, as well as documentation the student may choose to show to a potential employer.

Presently, the Occupational Diploma is only a proposal. However, if it is adopted by Alabama's State Board of Education, it could not only the provide more opportunities for employment for students with disabilities, but may open the doors for further education in post-secondary institutions.

Meetings have already begun to revise the Career/Technical Education Cooperative Education programs to provide a cooperative education experience for more students with disabilities. A draft model has been developed and guidelines are being written on recommended ways to include students with disabilities in these invaluable programs. The Occupational Diploma Curriculum provides far greater preparation for students with disabilities than ever before. The academic part of the curriculum is enriched with both personal-social skills and workplace readiness skills. Furthermore, the opportunities for real work-based experiences will prepare students with disabilities for cooperative education in unprecedented ways. In the past, students were limited because they lacked either work skills or the opportunities to demonstrate the skills they did possess. If we continue to improve the Occupational Diploma Curriculum the opportunities, however, will be limitless for our students.

Another possibility is simplifying the writing of the IEP and the Career/Technical Education Implementation Plan (the part of the IEP outlining what the student will accomplish in career/technical education and which should be developed along with the total IEP) has been the subject of several discussions of how to streamline the IEP process. The goal is to look at the ways to make modifying and documenting for students with disabilities easier and simpler. The payoff will be more students being served in Career/Tech and their career preparation needs being more effectively met.

ATI's Student Tracking Initiative

In order to be effective, school programs and rehabilitation services for students with handicaps need to document the post-school outcomes for students who received special education services, and subsequently to use this information to make programming and planning decisions to improve transition services (Bruininks, Wolman, & Thurlow, 1989).

Alabama is committed to the development and implementation of an in-school/post-school tracking system for its youth and young adults with disabilities and therefore has designated this area as one of ATI's five Initiatives. In support of this effort, Dr. Bill East, Director of Special Education Services, State Department of Education, stated in a support letter: "*This initiative will provide the Alabama State Department of Education with an accountability index regarding the performances of its young adults with disabilities on which to gauge the effectiveness of secondary educational programs and services provided.*" As well, Ms. Lamona Lucas, Director of Alabama's Department of Rehabilitation Services, said in her support letter that: "*The development and implementation of a comprehensive and cooperative tracking system will provide student outcome information critical to our interagency efforts in the improvement and expansion of quality transition programs and services for Alabama's students with disabilities.*"

Linda Shumaker
ATI's Student Tracking Specialist

The goal of ATI's student tracking Initiative is to (a) improve the transition planning process and related service programs at the local level, (b) serve as an accountability index for the state department regarding the performances (in-school and post-school) of its youth and young adults with disabilities, and (c) bridge Alabama's existing data collection systems currently being utilized by a variety of agencies. While all school systems will be strongly encouraged to participate in this endeavor, this will be a mandatory component for each of ATI's local Demonstration Sites.

ATI staff have just completed a one year student tracking feasibility study supported by the U.S. Department of Education.[1] A task force served as a decision-making body for directing this study, as well as translating its results into a set of recommendations for policy formation, adoption, and implementation. Drawing upon this study, the specific objectives of ATI's Student Tracking Initiative during year one are to:

- Analyze and identify needed changes in the State's existing data collection systems across agencies for this targeted group of students in order to better coordinate among those systems.

- Revise and adopt two data collection instruments for students tracking from school to work and community life.

---

[1] Whetstone, M. (Project Director) (1995-1996). *In-School/Post-School Tracking System for Secondary Students with Disabilities: An Alabama Initiative*. A one year 'feasibility' study funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.

- Pilot test implementation of the student tracking system.

- Systematically evaluate the student tracking system, reassess needs, and make modifications with the assistance of the Interagency Steering Committee, leading to the development of a refined tracking system.

- Implement student tracking system in each additional Demonstration Site and statewide through voluntary participation.

Published in Alabama's CEC journal is a more thorough discussion of Alabama's need for and importance of a student tracking system, a description of its 'In-School/Post-School Tracking Initiative,' and the implications of this Initiative for program improvement, accountability, and policy formation (Browning, Whetstone, Rabren, & Dunn, 1995).

Preliminary Findings from the Feasibility Study

Briefly, our feasibility study was based on two samples drawn from Jefferson and Lee County's population of secondary students with disabilities. School (and student) samples from these two counties participated in the in-school and post-school stages. The school sample for the initial *in-school phase* was comprised of a total of 14 individual schools (i.e., 10 from an urban setting and 4 from a rural setting). This yielded a total of 220 subjects (Jefferson County = 199; Lee County = 21). During the *post-school phase*, 50% of all Special Education students with disabilities exiting the 19 Jefferson County Schools, and all of the Special Education students exiting the 4 Lee County schools during the 1994-95 school year were included. This yielded a total of 193 potential subjects. Out of these, 75 students were contacted and agreed to participate in the study (Jefferson County = 48; Lee County = 27). The tracking instruments piloted were *Alabama's Post-School Indicators Questionnaire*, and *Alabama's In-School Indicators Questionnaire*, designed to obtain both student satisfaction and other post-school outcome data for program improvement.

A thorough and detailed account of the results of this study are reported elsewhere (for example, Dunn & Shumaker, manuscript submitted for publication; Whetstone & Shumaker, 1997). For here, only a few of the findings are highlighted.

The major question to be answered by this study was whether it is feasible to implement an annual follow-along tracking system in Alabama. The response rate for the post-school portion of the current study was 39%. Several suggestions for improvement in response were made by the Project Task Force and the teachers who conducted the questionnaires. It has been decided that a second pilot year is necessary before this feasibility question is answered. During the second year, a total of six school systems will be targeted and the suggestions from the Task Force and the teachers will be incorporated.

A preliminary data analysis has been performed. Several findings were made that indicate how the data might be useful for improving secondary education and post-school services. The following observations were based on the data tabulated from the two questionnaires:

- On the post-school questionnaire, former students reported an overall employment rate of 76%, when considering only the MR population the rate dropped down to 47%.

- Employment outcome was examined with respect to the variables of gender, ethnicity, disability, exit status, and paid work during high school. Several trends in the data emerged. At one level, it appears that the employment rate of special education students

who have exited school is increasing. In this study, the employment rate for the rural group was 72%, while the employment rate for urban group was 81.4%.

- Subjects in the rural setting were employed primarily in trade and industry (43.5%), whereas the subjects in the urban setting were employed almost equally in service occupations (23.3%) and trade and industry (27.9%).

- A majority of students indicated on both the In-School and Post-School surveys that school was preparing them for work and life in the community.

- On the post-school questionnaire, when asked which of their classes most prepared them for work, only 6.3% selected a special education class. However, when asked which teacher was most helpful, 45.3% chose their special education teacher.

- Approximately 15% of former students went on to higher education.

Summary

Alabama's student tracking Initiative is intended to demonstrate the utility and impact of an in-school/post-school student tracking system. In addition to serving as an accountability gauge for our state's educational programs, the system is designed to yield useful follow-along information to the local decision-makers who are responsible for improving secondary transition programs. Specifically, our hope is that the tracking information helps users to (a) determine the service needs of current and former students, (b) document need changes in school programs and practices, (c) evaluate the cost effectiveness of programs, and (d) provide a basis for policy-making. As Frey noted, *"Systematic monitoring of educational programs and services for students with disabilities is the only way to gauge where we are and to determine the direction in which we need to go . . .* (1993, p. 2).

References

Browning, P., Whetstone, M., Rabren, K., & Dunn, C. (1995). An Alabama tracking system for youth with disabilities. *Alabama Council for Exceptional Children Journal, 8*(1), 1-7.

Bruininks, R., Wolman, C., & Thurlow, M. (1990). Considerations in designing survey studies for follow-up systems for special education service programs. *Remedial and Special Education, 11*(2), 7-17.

Dunn, C., & Shumaker, L. A Follow-Up Study of Former Special Education Students from a Rural and Urban County School System. manuscript submitted for publication.

Frey, W. (1993). *Outcome indicators for special education. A model for studying the expected outcomes of education for students with disabilities*. (Available from the Center for Quality Special Education, 2500 Kerry Street, Suite 208, East Lansing, MI)

Whetstone, M., & Shumaker, L. (1997). *In-School/Post-School Tracking System for Secondary Students with Disabilities: An Alabama Initiative. A Final Report*. Submitted to the Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Alabama's (proposed) Occupational Diploma [1]

Mabrey Whetstone

The State Department of Education is exploring the prospects of creating an Alabama Occupational Diploma as an option for students with disabilities, as defined by the Individuals with Disability Education Act (IDEA). If this exploration materializes, then special education students entering the 9th grade would have three options concerning a course of study. Each of these three options is briefly discussed following their listing.

- Students may enroll in an academic course of study aimed at obtaining an Alabama High School Diploma or an Alabama High School Diploma with Advanced Academic Endorsement. The postgraduate goal for students enrolled in the academic course of study is postsecondary education.

- Students could enroll in an occupational course of study aimed at obtaining an Alabama Occupational Diploma. This diploma would be approved by the State Board of Education. The student would have an approved occupational portfolio containing a collection of evidence of the student's knowledge, skills, and attitudes. The postgraduate goal for students enrolled in the occupational course of study is competitive employment.

- Students may obtain a Graduation Certificate as specified in the *Alabama Administrative Code*, Chapter 290-080-090-.12(23). The postgraduate goal for students receiving a Graduation Certificate is supported work with part, or full-time support.

> ***Each student completing the [occupational diploma] program must have an approved occupational portfolio which contains evidence of the student's ability to be employable and live effectively in the community. In addition to the functional courses within the occupational course of study, students also have the opportunity to take career preparation courses which provide on-campus and off-campus vocational training. Students will also participate in career technical education courses. In the senior year students are provided with job development and job placement services in order to obtain placement in a competitive employment situation.***

Academic Course of Study

The academic course of study consists of the 24 units of credit required by the state of Alabama in order to receive an Alabama High School Diploma (academic diploma). Students pursuing an academic diploma are included in general education courses, as appropriate, with support from the

---

[1] *Special thanks and acknowledgement for the development of this process is given to the TASSEL Outreach Project, the University of North Carolina at Charlotte, the North Carolina Transition Services Systems Change Grant, and the Shelby City/Cleveland County School Systems.*

special education staff in mastering the content of the general education courses of study. If appropriate, these students participate in a daily Curriculum and Instruction class taught by special education teachers. Curriculum and Instruction classes provide a small-group, tutorial environment in which students may obtain services such as textbook modification, test modifications, tutoring, study skill training, homework assistance, remediation, etc. Special education teachers also consult on a regular basis with general education teachers who are serving students with special needs in the general program for the purpose of monitoring student progress, providing specialized instructional recommendations, and modifying textbooks/tests. Students in the academic course of study who plan to pursue postgraduate employment have the opportunity to take career/technical courses as electives. A student enrolled in the academic course of study may switch to the occupational course of study at anytime during the first three years of high school with their earned credits being applied toward the Alabama Occupational Diploma.

The Occupational Diploma

Students with disabilities who have chosen not to pursue an academic diploma and who have a post-school goal of employment may choose to participate in the occupational course of study. The occupational course of study consists of 24 units of credit encompassing functional life skills including employability skills, functional academic skills, social skills, self help/independent living skills, communication skills, and job-specific skills. The occupational course of study consists of a functional and community-based curriculum applicable to community settings. It exceeds the basic requirements for the traditional "graduation certificate," and successful completion of the program results in an Alabama Occupational Diploma. Each student completing the program must have an approved occupational portfolio which contains evidence of the student's ability to be employable and live effectively in the community. In addition to the functional courses within the occupational course of study, students also have the opportunity to take career preparation courses which provide on-campus and off-campus vocational training. Students will also participate in career/technical education courses. In the senior year, students are provided with job development and job placement services in order to obtain placement in a competitive employment situation.

Students enrolled in the occupational course of study may not count credits earned in the occupational course of study toward an academic diploma if they choose to switch to the academic course of study at a later date. *Exception*: Students who successfully complete career/technical courses that qualify for embedded credit may count the credit(s) toward an academic diploma. Appropriate credits earned in the occupational course of study may be counted as electives toward an academic diploma.

The vocational training portion of the occupational diploma course of study consists of the following five components:

On-Campus Jobs: Beginning in the *10th grade*, students have the opportunity as part of the vocational assessment component to work in jobs with an employee of the school system. The on-campus jobs may include but are not limited to, cafeteria worker, office assistant, custodial/groundskeeping helper, horticulture assistant, physical education assistant, art assistant, biology lab assistant, etc. The on-campus jobs will be supervised by the transition teacher (special education and/or career/technical education) and the transition assistant.

Community-Based Work Instruction: Beginning in the *11th grade*, students will have the opportunity as part of the vocational training component to train with employees at local business. Students will be assisted with arrangements for transportation. Job sites will be

provided in the following areas, but will not limited to, based on availability: retail, laundry, child care, food service, custodial, agriculture, construction, warehouse, industrial, auto mechanics, horticulture/groundskeeping, hospitality/recreation, etc. Students in work instruction placements will be directly supervised by an employee from the local business and indirectly supervised by the transition teacher (special education and/or career/technical education) and the transition assistant. While on the site students will perform the same work as their assigned employee supervisor. All work instruction will be conducted in accordance with Department of Labor guidelines and appropriate records will be maintained.

Cooperative Career/Technical Education Placements: In the *12th grade*, students desiring competitive employment as a post-school goal are placed in jobs as near the beginning of the year as possible. Release time is given for students to participate in work experiences for credit. School personnel (special education and career/technical education) and the Transition Job Coach (a contracted position through Rehabilitation Services) share supervisory and job support responsibilities with other relevant adult service agencies. The Transition Job Coach and cooperative career/technical education personnel will assist students in all aspects of obtaining and maintaining a paid job placement during their senior year. Also during the senior year, students attend an employment seminar (Career Preparation IV) which provides contact with the special education or career/technical education teacher for the purpose of fine-tuning work skills/habits/behaviors, advocacy training, overview of employment laws/guidelines, work situational problem-solving, and contact with local business-related individuals. Parents also receive information about assisting their young adult in locating a job. In addition, both students and parents are provided with assistance in identifying the natural resources available to them in their community for locating and maintaining employment.

Career/Technical Education Courses: Students with disabilities have the opportunity to take career/technical education courses, in addition to the community-based training opportunities which may be under career/technical education's supervision. Efforts must be made to coordinate Career Preparation III work instruction with related career/technical education course content. The reader is referred elsewhere regarding the steps already being taken to accomplish this initiative (see 16-17).

Project RISE
Alabama's Supported Employment Program

Project RISE, Responsive Initiative to Supported Employment, is a federally funded grant administered through the Alabama Department of Rehabilitation Services. The focus of Project RISE is to improve and expand supported employment opportunities in Alabama. Supported employment is a unique training program that ensures competitive work opportunities for individuals with the most severe disabilities. Through Project RISE, these programs provide intensive, individualized job training and ongoing support throughout the life of the job in order for the individual to work.

Ten barriers have been identified to the expansion of Supported Employment initiatives in Alabama. The following nine goals correspond to the removal of these barriers. These goals are:

- Improving interagency planning and cooperation,
- increasing consumer and family involvement at the state and local levels,
- improving training resources to meet the statewide needs of service providers,
- improving the statewide delivery of technical assistance to service providers,
- improving school to work outcomes for students with the most severe disabilities,
- increasing public awareness,
- influencing the development of a system of incentives to increase service provider and employer participation,
- increasing options for underserved and difficult-to-serve populations, and
- improving and increasing the overall availability of resources for extended service.

Cary Boswell, Director
Project Rise

Project RISE, through training and technical assistance efforts, has been instrumental in bringing representatives together to facilitate the successful transition from school-to-work. Also, proposed conversion plans facilitated by the staff resulted in the funding for a new supported employment project. Project RISE is participating in futures planning in partnership with the ARC of Alabama in an effort to develop all the supports required for individuals served in supported employment in order for successful employment to be a reality. The consumer and family network has provided regional opportunities for interagency collaboration with the consumer, family and advocate population through planned meetings and the publication *"HIGH EXPECTATIONS."* Finally, Project RISE's first annual supported employment conference was attended by more than 350 individuals representing ADRS, DMHMR, facilities, projects, secondary school and college personnel involved in transition, employers, consumers, family members and advocates.

Guided by state and regional advisory councils made up of key policy makers, service providers, consumers, family members and employers, the overall coordination and delivery of supported employment services should be improved through a training, technical assistance, resource development and consumer-responsive model. It is the intent of this coordinated effort to increase consumer empowerment, self-esteem, and the quality of life for people with disabilities.

Auburn's Masters Program with a Specialty in Transition [1]

This Masters program is a 'first' for Alabama in that it is specifically designed to prepare special education teachers at the secondary level (Browning & Dunn, 1994). Its purpose is to improve the quality and increase the quantity of secondary teachers serving students with mental retardation, learning disabilities, and behavior disorders. Between 1994-1999, the goal is to have graduated no less than 40 teachers who are "well trained" in transition to teach secondary students with these (and other) disabilities. Three of the program's major objectives are:

- to provide instruction to equip students with knowledge-based competencies concerning state-of-the-art services, teaching methods, materials, and technology that are appropriate in the transition preparation of secondary students with mental retardation, learning disabilities, and behavior disorders;

- to provide the students with extensive practica experiences and supervision for three (3) quarters (in both rural and urban settings), so that they can acquire the practical competencies by applying what they have been taught in the university classroom; and

- to prepare and assist students upon graduation to assume a *"leadership role"* in their LEA and other school settings within their surrounding area. Specifically, they will be expected to make available to others within their educational region their secondary program as a demonstration site.

Caroline Dunn
Program Director

Each year, no less than six (6) full-time and five (5) part-time students enter into the Masters program with financial support. Currently, more students are interested in the program than it can support. The program was designed for individuals who already have a teaching certificate. Unexpectedly, however, many people without teaching certification have elected to enroll. Many of these individuals are job coaches, counselors, rehabilitation counselors, and MH/MR service coordinators. As well, some even already have a Masters degree in another area.

The graduate program's coursework, practica, and other major components are built around transition competencies identified in the literature, as well as existing secondary education and transition training programs around the country (see competency listing at end of this paper).

Major Program Components

Course Work: The transition specialty training content includes (a) foundations of transition, (b) functional assessment and curricula, (c) vocational and community preparation, (d) self-determination

---

[1] *Dunn, C. (Project Director) (1994-1999). **An Innovative Model for Preparing "Secondary" Teachers in Required K-12 Certification Programs**. A 5-year teacher preparation grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.*

First Graduating Class
1995-1996

and family involvement, and (e) interagency cooperation. In addition to their certification curriculum, students take a 'core' of three transition courses—Foundations in Transition, Curriculum and Teaching in Transition, and Organization of Programs in Transition.

Practica: Students participate in a variety of practica. The practica settings are in the local schools for their first enrolled quarter. Here, the focus is on curriculum modifications and ITP development. For the second quarter, students participate in a rural transition program. In Year I, we were involved with the one in Pike county because it is considered by many as being a model transition program. For example, the program includes functional curricula, job coaches, and service coordinators.

Special Seminars and Speakers. Throughout the year, the students attend special transition related seminars. Additionally, numerous guest speakers share their time and expertise with the students. Some of the seminar topics and speakers we have had are: Functional Assessment—Linda Hames from the Lakeshore Rehabilitation Facility; Interagency—Mr. Mabrey Whetstone, Coordinator, Division of Special Education Services; Dr. Billy Ray Stokes, former Associate Commissioner, Alabama Department of Mental/Mental Retardation; Dr. Cary Boswell, Coordinator, Supported Employment and Transition Programs, Division of Rehabilitation Services; and Mr. Mickey Humphreys, State Coordinator for Alabama's JTPA Grants; Functional Curricula—Mr. Larry Minor, former Transition Specialist, Division of Special Education Services; Group Action Planning—Dr. Ellen Gillespie, State Department of Mental Health/Mental Retardation. Advocacy Ruben Cook, Director, Alabama Disabilities Advocacy Program; May Louise Zumwalt, Special Education Action Committee; and Ms. Connie Rodgers, ARC of Alabama; Educational Reform—Dean Richard Kunkel discussed educational reform and transition; IEP/ITP—Mr. Mabrey Whetstone, Coordinator, Division of Special Education Services; Self-Advocacy and Self-Determination—Dr. Philip Browning, Head, Department of Rehabilitation and Special Education.

Conferences: The students are also an integral part of Alabama's Annual Statewide Transition Conference in that they participate in many preconference and conference activities. Also, for the last two years the students have attended Alabama's CEC Superconference, and in 1995 they attended

the CEC's national conference for the Division of Career Development and Transition in Raleigh, North Carolina.

Field Visits: Each year, the students visit several exemplary transition programs in Alabama. For example, they have gone to Dothan, Alabama for two days where the transition personnel provided them with detailed information about the program and the process of its development. They also were able to observe interagency collaboration and cooperation between special education and vocational rehabilitation at work. In addition, also have visited the transition program at Gardendale High School in the Jefferson County School System. This is another excellent program, yet its organization is very different from Dothan's. Here the students saw how vocational education and mental health/mental retardation can participate meaningfully in the transition process.

Field Projects: Finally, the students are very involved in their field projects. The field projects of our first two graduates were developing a local community transition team and making a videotape explaining transition for parents. Since then, other field projects have included developing a videotape explaining the different agencies involved in the transition process for teachers and parents; starting a Group Action Planning (GAP) group for an individual who would benefit from it; making a directory of recreational resources for students with disabilities; starting a volunteer program for students with disabilities; and developing a functional curriculum for middle school students.

Summary

Alabama's teacher certification in special education is K-12. As such, teacher preparation programs are typically limited as to how much curriculum is designated for teacher training at either the primary or secondary level. Auburn's Masters program is designed to circumvent this problem at the secondary level by providing students-in-training with a comprehensive curriculum in transition. Again, the purpose of this innovative program is to improve the quality and increase the quantity of secondary special education teachers serving students with mental retardation, learning disabilities, and behavior disorders. We anticipate within a five year period for there to be no less than 40 graduates from this program.

Also, students are prepared throughout their graduate program to serve in a *leadership* capacity in the area of transition. A number of strategies are employed in order to accomplish this goal. For example, they acquire a repertoire of best practices in transition, are exposed to prominent leaders in the field, and directly observe exemplary programs. Furthermore, their course assignments and field projects require them to integrate and apply what they have learned. In summary, our intent is for the student-graduates to exit the program with a comprehensive knowledge of transition programming and be well-prepared to serve this area in a leadership capacity in their school and community setting.

Reference

Browning, P., & Dunn., C. (1993). Teacher preparation with an emphasis at the secondary level. *Alabama Council for Exceptional Children Journal, 11*, 16-23.

TRANSITION COMPETENCIES FOR SECONDARY TEACHERS

Foundations

a. Identify and understand the historical and legal antecedents of transition from school to work.
b. Identify and describe various models of transition.
c. Identify and discuss federal and state legislation and regulations that are relevant to transition planning.
d. Identify and understand the concepts, definitions, and philosophies related to transition.
e. Identify and understand problems related to transition.

Functional Assessment

a. Conduct functional assessments (e.g., ecological inventories, analysis of behavior, student preferences and choices).
b. Synthesize and apply assessment information to the transition process.
c. Outline long-term transition goals, short-term objectives, services, and supports based on assessment information gathered.
d. Use functional assessment information for IEP/ITP planning.

Functional Curricula

a. Select and/or develop appropriate curricular content in the areas of employment/education, community involvement, recreation/leisure, emotional/physical health, home and family, and personal responsibility and relationships.
b. Develop and implement systematic instructional programs.
c. Develop community-based instruction.
d. Plan and implement community-based instruction.

Interagency Collaboration

a. Learn eligibility requirements for various service agencies.
b. Demonstrate knowledge of teaming relationships and effective methods of working with individuals from other disciplines.
c. Demonstrate knowledge of available community, state, and national resources and the ability to access them.
d. Develop cooperative relationships with individuals/agencies involved in the transition process (i.e., employers, community-based personnel, vocational rehabilitation, vocational education).

Self-Determination

a. Identify and understand the historical and legal antecedents for the "consumer" movement.
b. Identify and understand the concepts of self-empowerment.
c. Identify and learn self-determination skills (e.g., goal-setting, problem-solving).
d. Develop and implement instructional activities to teach self-determination skills.

Family Involvement

a. Demonstrate knowledge of family support services, referral procedures, eligibility, and cost.
b. Demonstrate knowledge about family systems theory, and apply this knowledge in a way that is culturally sensitive.
c. Conduct a family preference inventory for vocational and community skills.
d. Develop skills in collaborative goal-setting with families.

Vocational Preparation

a. Demonstrate knowledge of vocational assessment strategies.
b. Select and implement appropriate vocational training techniques.
c. Select and implement appropriate vocational curriculum techniques.
d. Participate in community-based work experience programs.

Community Preparation

a. Identify and understand residential alternatives for young adults.
b. Identify and understand the importance of community "networking".
c. Identify and understand leisure resources and activities provided for community citizens.

BEST COPY AVAILABLE

Auburn's Distance Education in Transition [1]

Auburn University now offers four *distance education* courses addressing the area of transition (see listing below). This 4-part learning series is designed for all persons who have an important role to play in this mission. Among these transition stakeholders are special education teachers, vocational education teachers, rehabilitation counselors, case managers, parents, and members of the business community. The following are supportive comments reported from former students:

Phil Browning

- *This distance learning program is like a dream come true for us. As teachers in a rural county with no strong college or university nearby it gives us a chance to keep current through classes at a quality university without the stress of long drives several times a week.* Deborah and Kenneth Southall, Special Education Teachers, Pine Hill, Alabama

- *I learned so much from Auburn's transition course on 'Foundations.' It was so important to my work.* Kevin Jackson, Job Coach, Pike County.

- *I strongly recommend this unique learning opportunity for all transition stakeholders. It was excellent.* Beverly Lavender, Vocational Education Transition Coordinator.

- *I am so proud to have been a part of this distance learning and know what I have learned will have an impact on my son.* Jayne Chase, Parent, Florence, Alabama

FOUNDATIONS IN TRANSITION examines the field's infrastructure through its history, concepts, models, definitions, and legislation. As well, the learner is introduced to the field's acclaimed best practices and the values and methods underlying them.
STAKEHOLDERS IN TRANSITION provides a knowledge-base regarding the array of individuals involved in the transition process and their dynamic roles and contributive functions. Central to their interdisciplinary practices are the consumers—the 'heart' of the movement. Other stakeholders examined include teachers, coordinators, rehabilitation counselors, vocational educators, employers, etc.
PREPARATION IN TRANSITION provides a knowledge-base regarding 'best practices' designed to prepare students for young adulthood. You will learn about preparation strategies such as student directed planning, functional assessment and curricula, vocational skill development, and community-based programs.
TRANSITION AND BEYOND explores post-school issues for persons with disabilities. Some of these transition issues are continued education and training, adult services, community networking, and ultimately one's quality of life

[1] *Using Distance Education to Improve the Quality of Transition Providers. A 3-year "Special Project" grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.*

FOUNDATIONS IN TRANSITION

TEXT

Browning, P. (1997). ***Transition-in-Action for Youth and Young Adults with Disabilities***. Montgomery, AL: Wells Publishers

Forward
Dr. Andrew Halpern

The Making of a Mission

1 A Profile of the 1960s
2 A Profile of the 1970s
3 A Profile of the 1980s
4 A Profile of the 1990s

Committing to Best Practices

5 Value Based Practices
6 Student Directed Practices
7 Family Facilitated Practices
8 Assessment Guided Practices
9 Preparation Practices
10 School to Work Linked Practices
11 Outcome Focused Practices

Embracing Consumer Empowerment

12 Michael Tedder's Transition Journey
13 Eloise Wood's Transition Journey
14 Travis Moore's Transition Journey
15 Mitchell Levitz's Transition Journey
16 Heather Whitestone's Transition Journey
17 Empowerment through Self-Advocacy

Other Materials and Learning Strategies

Learner's Workbook
Internet and CD ROM (optional)
10 transition video tapes (especially produced)
Two face-to-face lessons
technical assistance with field project

Application for Distance Learning in Transition

Name _____
Address _____
Telephone Number _____ E-Mail _____
Occupation _____
University or College last attended and degree: _____
Purpose for enrollment: _____
_____

Dr. Karen Rabren, Ph.D.
Training Director
Alabama Transition Initiative
Department of Rehabilitation and Special Education
College of Education
1228 Haley Center
Auburn University, Alabama 36849

Distance education?
Yep!
Does that mean that what we learn is far "removed" from what we need to know?
Farthest thing from the truth, my friend.
Okay, so bring its purpose closer to home!
You got it! See, you can learn about transition from Auburn University in your own home regardless of where you live!
Gotta hurry home so I can sign up for a course!

BEST COPY AVAILABLE

Transition Times

January 1, 1997 Volume V and VI

"An Alabama Tradition Since 1991"

Remember I, II, III, IV?

It all began in 1991, when some 200 transtiion stakeholders in Alabama gathered for a day and a half conference on the topic. The seed was indeed planted on this occasion---the conference has become an annual event. The second conference in 1992 drew 250 participants [illegible] the third conference [illegible] by the 6th conf[illegible] The proceed[illegible] these ann[illegible] have been [illegible] to papers [illegible] by practic[illegible]

Transition I had as its out-of-state keynote speakers two of the national leaders in the field. First, there was Dr. Halpern, who provided the field with a "foundation" in transition." Later, he wrote the definition that was adopted by CEC's Div[illegible]ent for [illegible] Donn [illegible]terd [illegible]ed his [illegible] become

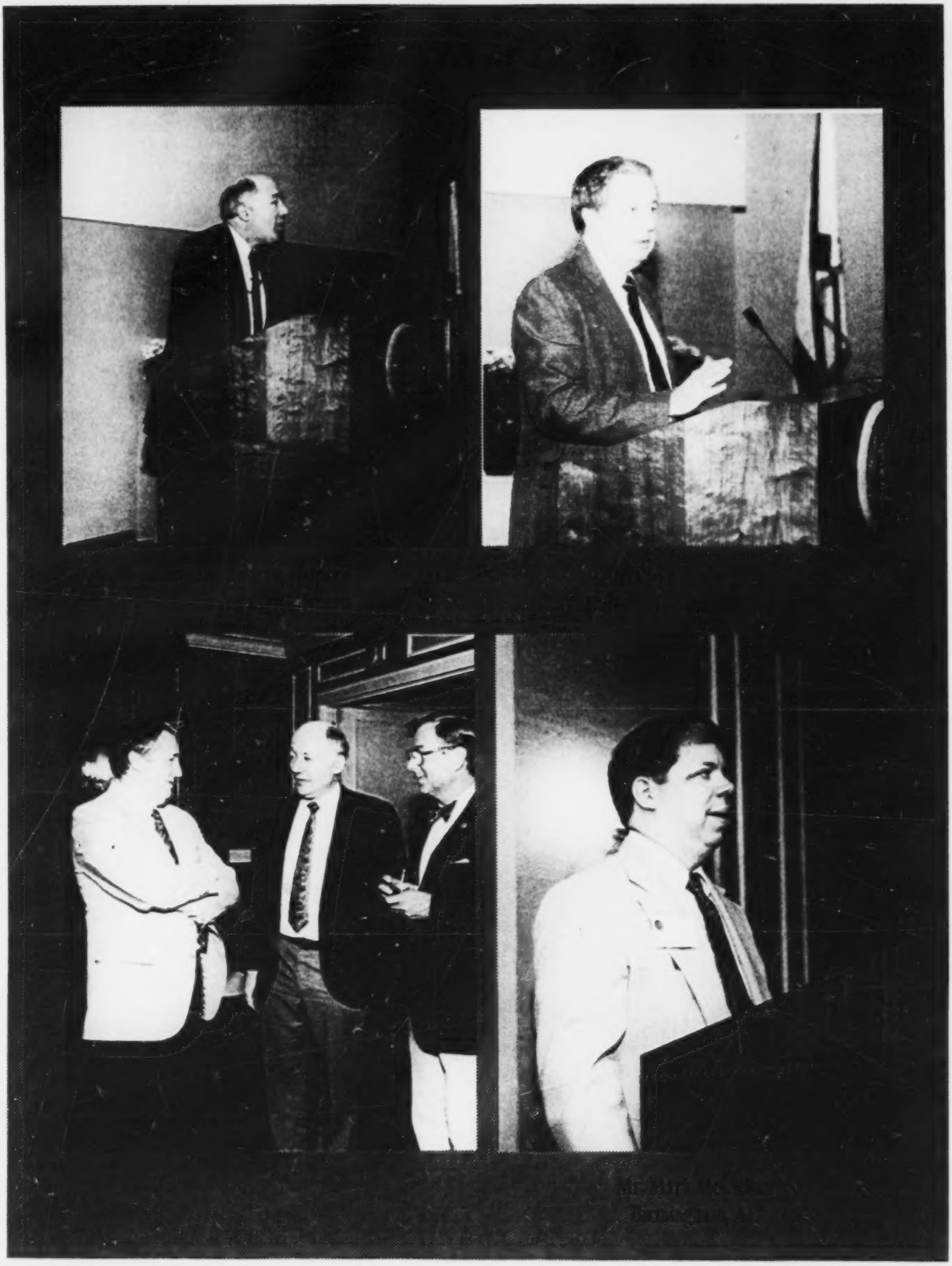
Did you go to Transition I, II, III, and IV?

You bet! Remember Dr. Halpern via *satellite*?

Yes!

And, Dr. Brolin, Dr. Halloran, Dr. Szymanski, Travis Moore, Dr. DeStefano, Dr. Turnbull, Mark McClellen, Eloise Woods,

and the list goes on!



TRANSITION I PROCEEDINGS
Table of Contents

Preface . . . . .

THE NATIONAL SCENE

Transition: Old Wine in New Bottles
Andrew S. Halpern . . . . .
Transition: Here We Go Again
Donn Brolin . . . . .

A WINDOW TO ALABAMA'S COMMITMENT

An Overview of Alabama's Response to the Transition Problem
Philip Browning, Mabrey Whetstone, and Cary Boswell . . . . .
Transition in Alabama: A Plan for Further Action!
Philip Browning, Cary Boswell, and Mabrey Whetstone . . . . .
Alabama's Movement Toward a Functional Curriculum
Mabrey Whetstone . . . . .
A Work Instruction/Work Experience Program in Dothan
David Sprayberry, Teresa Holmes, Angie Sasser, and Gloria Stringer . . . . .
A Supported Vocational Training Program in Birmingham
Pamela Parker . . . . .
A Vocatonal Education Program in Jefferson County
Beverly Lavender . . . . .
State, Local, and Individual Planning for Programs and Services
Nancy Elliot and Elizabeth Houser . . . . .
Self-Directed Abilities and Opportunities for Students in Transition
Philip Browning . . . . .
Resources in Alabama for Job Placement
Connie Brechin . . . . .
Serving Needs and Involving Families in Transition
William English and Stephen Dunaway . . . . .
Family Perceptions of Transition
William English . . . . .

TRANSITION-RELATED RESOURCES

General . . . . .
Assessment in Transition . . . . .
Curricula Consideration . . . . .

TRANSITION II PROCEEDINGS
Table of Contents

Preface . . . . .

THE NATIONAL SCENE

Transition Services Requirement: Issues, Implications, Challenge
William D. Halloran . . . . .
Transition: Life-Span and Life-Space Considerations
Edna Mora Szymanski . . . . .

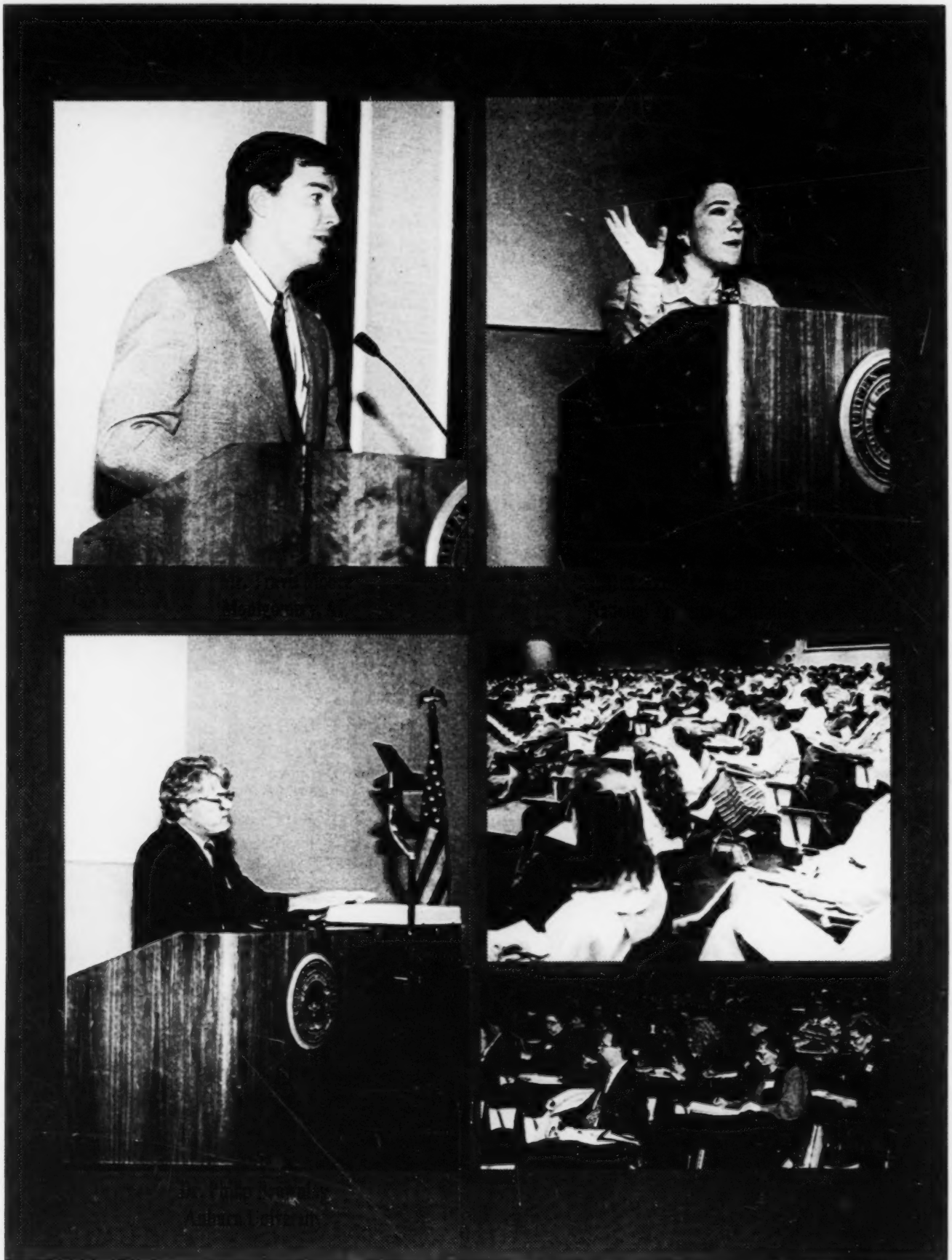
A WINDOW TO ALABAMA'S COMMITMENT

Mobile's Work Instruction Program
Ann Hilderbrand . . . . .
Marshall County's Transition School
Danna Reed and Frank Reed . . . . .
Alabama's Mental Health-Mental Retardation: A Transagency Model
Billy R. Stokes and Vicki Hicks Turnage . . . . .
Social Security Work Incentives for Students in Transition
Trevil "T. M." Jones and Paul E. Reams . . . . .
Functional Curricula for Transition
Caroline Dunn . . . . .
Auburn's Program for College Students with Disabilities
Kelly Haynes . . . . .
Assessment in Transition: A Frame of Reference for Practice
Philip Browning and Connie Brechin . . . . .
Alabama's Rehabilitation Transition Counselors: A Statewide Study
Philip Browning and Connie Brechin . . . . .
Alabama's Secondary Special Education Teachers and Special Education Coordinators: A Statewide Study
Philip Browning, Clarence Brown, and Caroline Dunn . . . . .
IDEAS and Transition: Questions and Answers
Mabrey Whetstone . . . . .

A WINDOW TO THE TRANSITION LITERATURE

A Foundation . . . . .
Functional Assessment . . . . .
Functional Curricula . . . . .
Vocational Preparation . . . . .
Community Preparation . . . . .
Self-Determination . . . . .
Interagency Collaboration . . . . .

13



BEST COPY AVAILABLE

TRANSITION III PROCEEDINGS
Table of Contents

Preface . . . . .

THEIR PERSONAL TRANSITION STORIES

Introduction . . . . .

Travis Moore . . . . .
Kim Witherington . . . . .
Tracey Smith . . . . .
Mark Pope . . . . .

A WINDOW TO ALABAMA'S COMMITMENT

Cullman County's Transition Program
Kaye Hilton, Charles Cleemons, and Dorthy Falkner . . . . .
Jefferson County's Pilot Program on Functional Assessment
Beverely Lavender . . . . .
Elmore County's Language Cookbook: A Functional Language Curriculum for the Moderately- to Severely-Handicapped
Sandra Diaz, Mary Rudd, Kathryn Adams . . . . .
Tuscaloosa's Program where Consumer's and Families Speak up
Linda Hutt, Vickie Turnage, Eliouse Woods, and Paticia Crowder . . . . .
Birmingham's Student Transitional Education Program (S.T.E.P.)
Nan Butler, Brant Bice, Marzett Harris, and Karlyn Johnson . . . . .
The University of Alabama's Project BOLD: Services for Students with Learning Disabilities
Pat Friend . . . . .
UAB's Program for Students with Learning Disabilities
Betty West and Carolyn Toler . . . . .
The University of Alabama's "LD Bridges to Career Success Project"
Jamie Satcher and Marcheta McGhee . . . . .
Auburn University's Program for Students with Disabilities
Kelly Haynes . . . . .
Auburn University's Transition Course
Clarence Brown . . . . .
Auburn University's Teacher Preparation Program with an Emphasis at the Secondary Level
Philip Browning and Caroline Dunn . . . . .

OTHER TRANSITION PAPERS

Self-Determination: An Essential Ingredient in Transition
Philip Browning . . . . . .
The Transition of Alabama's Emotionally Disturbed Youth
Rebecca Curtis and Cheryll Gleason . . . . . .
Transition: Implications for Rehabilitation Counselors
Maura Elizabeth Parry . . . . . .

TRANSITION IV PROCEEDINGS
Table of Contents

Preface . . . . .

CEC's CAREER DEVELOPMENT AND TRANSITION: AN IMPORTANT UPDATE

A New Definition in Transition
Editor . . . . .

A WINDOW TO ALABAMA'S COMMITMENT

Decatur's Community Transition Team in the Making
Emily Amberson . . . . .
Anniston's School to Work Transition Program
Keith Dear, Lynne Smith, Roger Lingenfelter . . . . .
Calhoun Community College's Project Gate
Virginia H. Smith . . . . .
Mobile's Transition Advisory Committee
Ann Hilderbrand . . . . .
UAB's Independent Living Skills for Transition
Cynthia W. Jackson and Kathryn Purvis . . . . .
Alabama's IEP + LCCE
Mabrey Whetstone . . . . .
Transition Services and Opportunities in Your Alabama Community
Beverly Lavender, Rebecca Fields, Brenda Carson, Nan Christian, Ellen Gillespie and Linda Hames . . . . .
Mobile's Joint IEP/ITP Meetings
Ann Hilderbrand . . . . .
U of A's Self-advocacy for Students with Learning Disabilities
Rhett Brandt . . . . .
Mobile's Vocational Rehabilitation Services in Transition
Ann Hilderbrand . . . . .

FAMILIES

A "Group Action Planning" Cookbook for Families, Friends, and Professionals
Ann P. Turnbull and Rutherford Turnbull, III . . . . .
Group Action Planning as a Strategy of Moving from Old to New Horizons in Transitional Planning *(Keynote address)*
Ann P. Turnbull and Rutherford Turnbull, III . . . . .
Inclusion: One Parent's Story
Susan Statum . . . . .

BEST COPY AVAILABLE

Problem Assessment of Family Involvement in Transition
Rebecca Curtis, Cheryll Glisson, and Robert Beadles . . . . . .
Parent Involvement in Transition: A Multicultural Perspective
Katherine Winchester and Phyllis Williams . . . . . .
Embracing Families in the Transition Planning Process: Perceptions and Expectations
Vivian Larkin and Jackie Echols . . . . . .
Lessons Learned Along the Bumpy Way
Mike McClanahan . . . . . .
Families in Transition: A Literature Profile . . . . . .

OTHER PAPERS ON TRANSITION

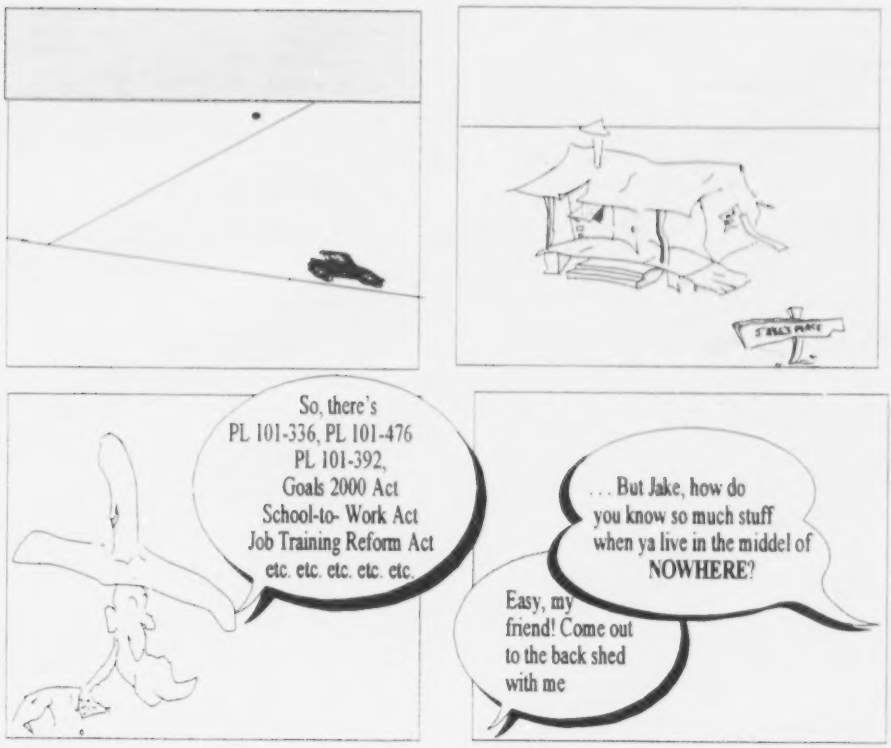
Rural-based Programs for Transition from School to Adult Life
Thomas Sherburne, Eric Rudrud, Robert Markve, and Randall Morris . . . . . .
Social Skills: Transitioning Students with Mild Learning Handicaps
Virginia Chance . . . . . .
Transition of Individuals Who are Deaf or Hard of Hearing: A Literature Profile
Linda Shumaker . . . . . .

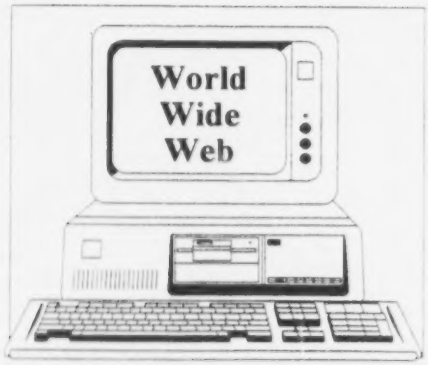
PERSONNEL PREPARATION IN TRANSITION IN ALABAMA

Auburn's Master's Program in Special Education with an Emphasis in Secondary Education and Transition
Caroline Dunn . . . . . .
Auburn's Undergraduate Rehabilitation Program with an Emphasis in Job Coaching
Clarence Brown . . . . . .
Distance Education in Transition: Another Auburn Training Strategy
Philip Browning, Caroline Dunn, Linda Shumaker, and Karen Rabren . . . . . .

AUTHOR INDEX (cumulative I, II, III, IV) . . . . . .
SUBJECT INDEX (cumulative I, II, III, IV) . . . . . .

BEST COPY AVAILABLE


So, there's
PL 101-336, PL 101-476
PL 101-392,
Goals 2000 Act
School-to- Work Act
Job Training Reform Act
etc. etc. etc. etc. etc.
. . . But Jake, how do you know so much stuff when ya live in the middel of NOWHERE?
Easy, my friend! Come out to the back shed with me



Alabama Transition Initiative Information Center (ATIIC)

http:/www.auburn.edu/ati

Transition Times

January 1, 1997 Volume V and VI

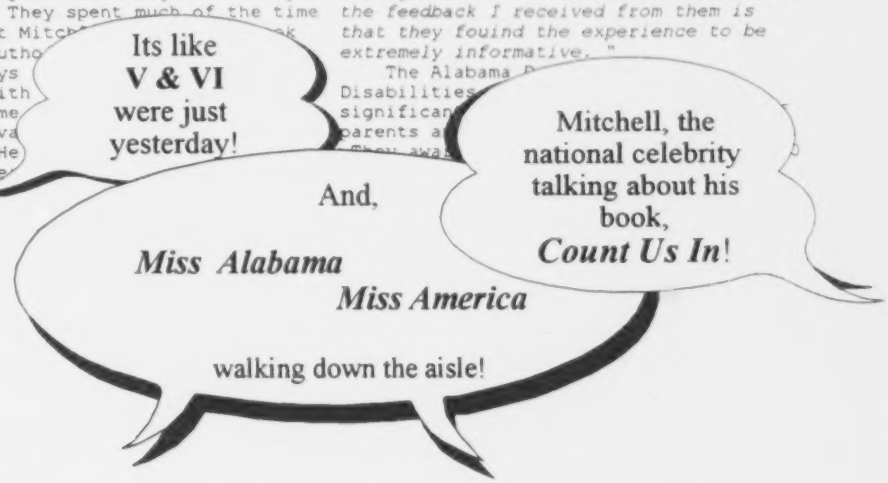
"An Alabama Tradition Since 1991"

V & VI
Hot off Press!

Transition V and VI had a number of surprises, not the least of which were Mr. Mitchell Levitz, author of *Count us In*, and Heather Whitestone, former Miss America and Miss Alabama. For the opening session, Mitchell was interviewed by Dr. Browning for nearly 40 minutes. They spent much of the time talking about Mitch[illegible] that he co-autho[illegible] about two boys [illegible] growing up with Down Syndrome [illegible] a standing ova[illegible] interview. He [illegible] over 200 buye[illegible]

Transition VI had an attendance of over 100 families who participated throughout the conference. Mrs. Judy Barclay, Director of the Family Coalition on Transition in Alabama, said, *"We were truly thrilled with such a large turnout of families members.And, the feedback I received from them is that they fouind the experience to be extremely informative."*

The Alabama [illegible] Disabilities [illegible] significan[illegible] parents a[illegible] Thou awa[illegible]



BEST COPY AVAILABLE

BEST COPY AVAILABLE

SPECIAL GUESTS at TRANSITION V

Dr. Lloyd Tindall
University of Wisconsin

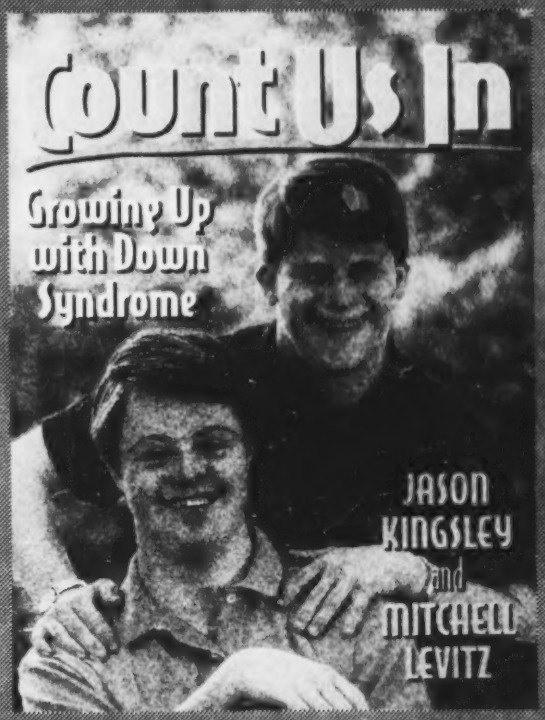
Dr. Richard C. Kunkel, Dean
Auburn College of Education

Mrs. Susan Statum
Birmingham, AL

Dr. Mary Cronin
University of New Orleans

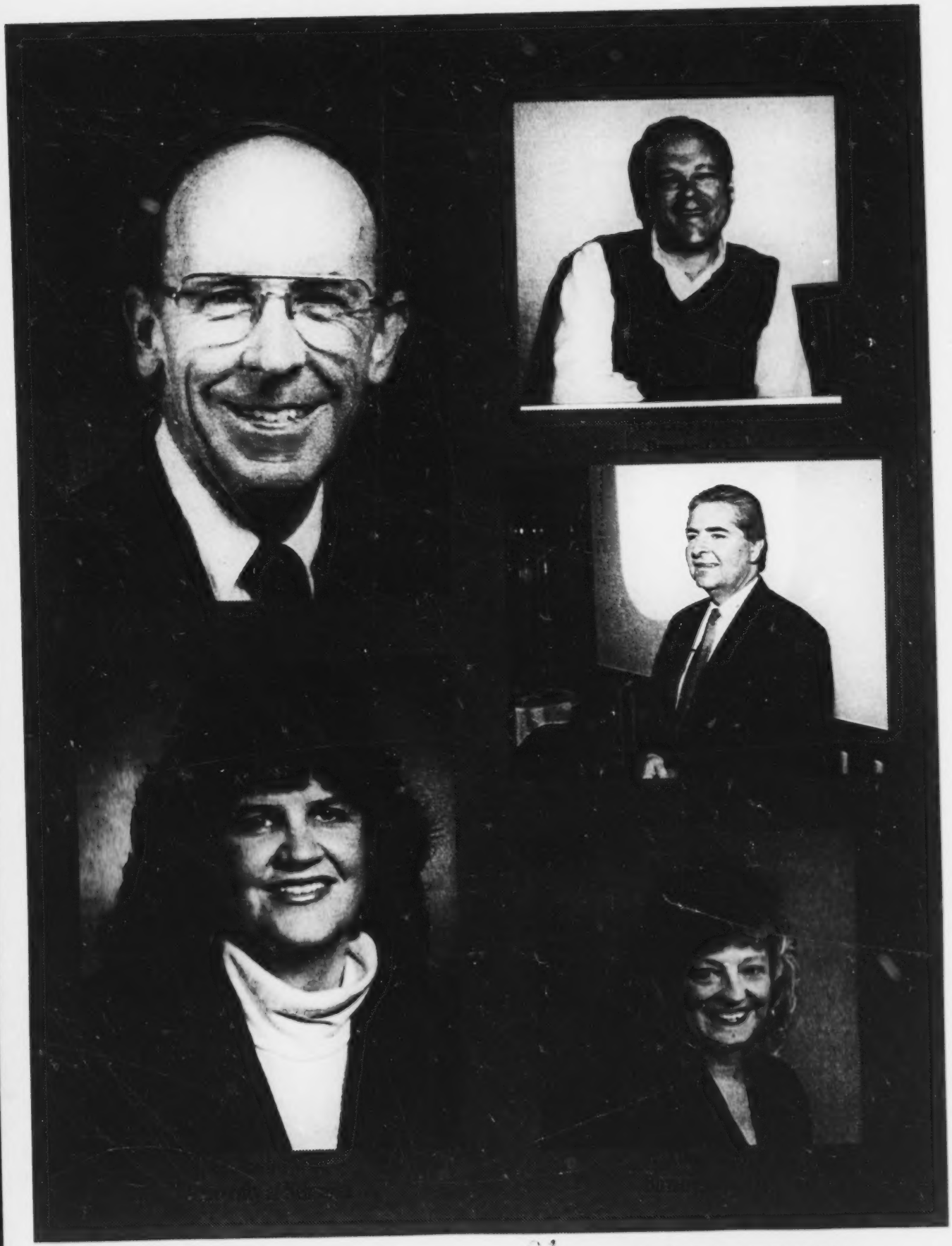
Dr. Jim Patton
University of Texas

SPECIAL GUESTS at TRANSITION VI



Mr. Mitchell Levitz, Author
"Count Us In: Growing Up With Down's Syndrome"

Miss Heather Whitestone
Former Miss America and Miss Alabama



BEST COPY AVAILABLE

Special Guests	Transition Conference	
	V	VI
At Transition V, four Alabama CEOs interacted via satellite uplink/downlink with Dr. Lloyd Tindall from the University of Wisconsin, who is a national authority on ***Business and Industry Linkages in Transition*** (see below). Dean Kunkel, Auburn College of Education, moderated this panel that included: · Howard Bronson, President and Publisher, Mobile Press Register · Walter Browning, Vice President and General Counsel, Rust International Inc. · Barbara Larson, Executive Director, Leadership Alabama (Alabama's CEOs) · Bill Smith, Chief Executive Officer, Royal Cup Inc.		
Dr. Gary Clark, one of the widely acknowledged national leaders in the field, conducted a one-day preconference for Transition VI. He began as a true pioneer in the field of transition and since then has been one of its most prolific contributors to the literature over the years. Most recently, he senior authored a highly regarded book, *Career Development & Transition Education for Adolescents with Disabilities*. Dr. Clark is professor and researcher at the University of Kansas, Lawrence.		
Dr. Cronin teamed with Dr. Patton and conducted a one-day preconference on functional curriculum for Transition V. Dr. Cronin is an acknowledged national leader in the area of functional curricula for secondary students with disabilities. She is co-author of the book *Life Skills Instruction for All Students with Special Needs: A Practical Guide for Integrating Real-Life Content into the Curriculum*. Dr. Cronin has served as the President of the International Council for Learning Disabilities. Also, she is Consulting Editor of *Learning Disabilities Quarterly*, *Journal of Learning Disabilities* and, *Intervention in School and Clinic*. Dr. Cronin is a Professor of Special Education and Habilitative Services at the University of New Orleans.		
Mr. Derrick F. Dufresne conducted a one-day preconference on community inclusion for Transition VI. He is the President of Community Resource Associates (CRA), which is a training and management consulting firm that promotes full community inclusion for people with disabilities. As its president and founder, he has provided training and consulting on this topic to more than 15,000 people in 42 states. Much of his work includes developing "personalized" residences for individuals, is directed toward creating affordable integrated housing for people with disabilities throughout the United States. Among other prominent leadership roles, Mr. Dufresne has served on the Board of the American Association on Mental Retardation (AAMR).		

Special Guests	Transition Conference	
	V	VI
Dr. Ellen Gillespie is one of Alabama's highly regarded administrators and leaders in Human Services. As Regional Director of the State's Department of Mental Health and Mental Retardation, she directs services for persons with mental retardation and developmental disabilities in the Birmingham/Jefferson County. As an expert on families with disabilities and *Personal Futures Planning*, she and Judy Barclay conducted a one-day preconference with approximately 100 parents/family members who attended Transition VI.		
Mr. Cary Griffin conducted a one-day preconference at Transition VI. As the Executive Director of the Center for Technical Assistance & Training (CTAT) in Denver, CTAT provides human resource development creating employment and community membership for citizens with disabilities. Mr. Griffin serves as Consulting Editor to the *Journal of Vocational Rehabilitation* and the *Journal of Mental Retardation*, and has written numerous articles and chapters on community rehabilitation. He has consulted with organizations and businesses throughout the United States and other countries.		
Mitchell Levitz was our keynote speaker at Transition V and returned as a guest and speaker for Transition VI. He is the co-author of the prize winning best seller *Count Us In: Growing Up with Down Syndrome.* Also, he has been a special guest on such nationally televised programs as *Jane Pauley's NBC Date Line* and the *Larry King Show*, and has been acknowledged in *USA Today* and *People Magazine*. And, among other things, he has given *Congressional Testimony for the U.S. Senate Appropriations Committee on Disability Policy*, delivered an address to the New York State Legislature for Disabilities Awareness Day, and appeared in the Woolworth Corporation's documentary film *EMPLOY*-ABILITY: Integrating People with Developmental Disabilities into the Workplace.*		
Dr. Gary Meers conducted a one-day preconference for Transition V. He is a nationally recognized leader in vocational education for special populations. For example, he is the editor of the national refereed periodical *Journal of Vocational Special Needs Education* and author of the *Handbook of Special Vocational Needs Education*. And, among other things, he is Chair of the Personnel Committee of the Presidents Committee for the Employment of Persons with Disabilities, and President elect for the Foundation for Exceptional Children. Dr. Meers is Professor in the Department of Vocational and Adult Education at the University of Nebraska-Lincoln.		

BEST COPY AVAILABLE

Special Guests	Transition Conference	
	V	VI
Dr. Patton teamed with Dr. Cronin and conducted a one-day pre-conference on functional curriculum for Transition V. Dr. Patton is an acknowledged national leader in the area of functional curricula for secondary students with disabilities. He is co-author of *Life Skills Instruction for All Students with Special Needs: A Practical Guide for Integrating Real-Life Content into the Curriculum*. He is with the Department of Special Education, University of Texas at Austin, and the Executive Editor and Director of the Book Division for PRO-ED in Austin, Texas. Also, Dr. Patton is Consulting Editor for a number of national periodicals including *Education and Training in Mental Retardation and Developmental Disabilities*, *Education and Treatment of Children*, *Exceptional Education Quarterly*, *Journal of Learning Disabilities*, *Learning Disabilities Quarterly*, and *Remedial and Special Education*.		
Susan Statum was our parent consumer guest and keynote banquet speaker for Transition V. She has two children who have severe disabilities, one of whom is 19 years of age and has a severe/profound level of disability. Ms. Statum's beliefs and actions are best reflected in her philosophy. Her delivery reflected her words that she so genuinely stated in her 1994 story that appeared in the Child Times in Alabama, *"There is a hereto unknowledged place in the world for our children and we need to claim it. The current movement toward full inclusion gives us a hope that no other generation of parents of children with disabilities has had; the hope that when our children are grown they will be accepted as full members of the human community. We are luckier than we thought."*		
Dr. Lloyd Tindall, a national expert on business linkages with education, joined Transition V on this topic via satellite down-link and interacted live with a panel of Alabama CEOs and Dean Kunkel before the entire audience. Dr. Tindall is a Research Associate for the *Center on Education and Work* at the University of Wisconsin. In this capacity, he writes, directs, and coordinates research and development projects to improve the education, training and employment of persons with disabilities. One of his most frequently referred to publications in the area of transition is entitled **Business Linkages** and appears in Dr. Frank Rusch's (et al.) book *Transition from School to Adult Life: Models, Linkages, and Policy*. Sycamore, IL: Sycamore Publishing Company.		

Special Guests	Transition Conference	
	V	VI
Dr. Michael Wehmeyer, who conducted a one-day preconference for both Transition V and VI, is the nation's foremost authority on self-determination which is one of the most important ingredients for a student to successfully advance from school to young adult life. Dr. Wehmeyer was Guest Editor for the Special Issue on Self-Determination with the *Journal on Vocational Rehabilitation*, and senior author of the newly published book *Self-Determination Across the Life Span: Independence and Choice for People with Disabilities.* Since 1990, he has served as an Assistant Director and Research and Program Specialist with the *Department of Research and Program Services, ARC National Headquarters.*		
Heather Whitestone, former Miss Alabama and Miss America, was the very special guest at Transition VI. Heather attended public school in Alabama where she graduated with a 3.6 GPA. An accomplished Ballerina with 15 years of dance training, she enchanted the pageant judges with her ballet routine. As a profoundly deaf woman, she could not hear the music, and therefore counted the beats in her head and synchronized her dance moves to reflect changes in pitch. Her Miss America platform was directed toward our nation's youth and her keynote address at Transition VI which was entitled *Anything is Possible.* This keynote was on her *STARS Program* that was created by her and stands for (Success Through Action and Realization of your dreamS).		
Dr. Rachel Wise, who conducted a one-day preconference at Transition VI on vocational educational for special populations, is with the Department of Vocational Special Needs Education at the University of Nebraska, Lincoln. During the past eight years, she has been on the Nebraska State Transition Task Force, Director of a Carl Perkins Consortium for Educational Service, and been actively involved in Nebraska's Systems Change Grant for Transition.		

BEST COPY AVAILABLE

Outstanding Transition Performers for V

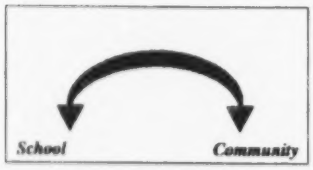
All stakeholders for Alabama's youth and young adults with disabilities wish to acknowledge

for

OUTSTANDING PERFORMANCE

in

Transition



Transition V
Auburn, Alabama
February 9, 1995

OUTSTANDING TRANSITION STUDENTS	
RENEE ALVIS **Cullman County Child Development Center** **Cullman County**	*"Renee's dedication to her work, her willingness to put forth her best efforts at all times, and her quiet determination are all characteristics which distinguish her in a group."*
ANDY JANSEN **Thomasville High School** **Thomasville**	*"Andy is well on his way to accomplishing his transition goals. He is excited about the possibilities that lie before him."*
PHILLIP MADDOX **Opelika High School** **Opelika**	*"Mr. Maddox has been an excellent model worker for our other students and continually exhibits a positive work ethic."*
BRITTANY WALSH **Auburn High School** **Auburn**	*"Brittany's sense of responsibility, coupled with her abilities and hard work make her an ideal transition student."*
SHAROW WOODS **C.F. Vigor High School** **Prichard**	*"Sharow has done an excellent job in preparing herself to become an independent person in the job force after graduation."*

BEST COPY AVAILABLE

OUTSTANDING TRANSITION PARENTS	
MR. & MRS. JUNIOR ALVIS **Cullman County**	*"They are active contributors sharing their accomplishments, hopes, and frustrations with other parents who are in various stages of transitioning their children into adult life."*
MR. & MRS. BARCLAY **Birmingham**	*"These courageous and supportive parents have left no stone unturned as they have searched for the most progressive methods for aiding their daughter in achieving maximum independence and happiness in her life."*
OUTSTANDING TRANSITION EMPLOYERS	
BLOCKBUSTER VIDEO **Kim Holmes** **Decatur**	*"The staff demonstrated enormous support, understanding, and patience. They went beyond the call of duty in working with Decatur City Transition students."*
MOBILE INFIRMARY MEDICAL CENTER **Mobile**	*"The employees are outstanding role models for our transition students . . . The hospital has helped train 64 employees with disabilities in the last three years."*
MCDONALDS **Melmer Smith** **Auburn**	*"Mr. Smith has employed persons with disabilities since 1974. He never asks what their limitation is and always replys by saying send me 3 or 4 more of your students."*
OPELIKA HIGH SCHOOL **Larry Strickland, Principal** **Opelika**	*"He instills a feeling of teamwork and support that has been very rewarding to our students."*
PEOPLE'S BANK **Robin Cummings** **Cullman County**	*"Every transition program needs at least one person like Robin Cummings to assure that the accomplishments of transition are not isolated, but are affecting the entire community."*
TYSON FOODS INC. **Anniston**	*"Tyson consistently sets the example of how an employer can successfully employ students with disabilities. They are receptive and supportive of our students, which results in student/employee success."*
WAL-MART **Thomasville**	*"They have gone out of their way to enhance the lives of individuals in the transition program."*
OUTSTANDING URBAN TRANSITION PROGRAMS	
DECATUR'S COMMUNITY TRANSITION TEAM **Decatur**	*"The impact of the results of the transition team has been phenomenal and will continue to be because our team is dedicated to assisting students to prepare today for tomorrow's success through transition."*
TRANSITION SUPPORTED WORK PROGRAM **Dothan**	*"The philosophy behind the program is one of utilizing work, coupled with related academic instruction, to assist young adults in the transition from student to worker."*
FUTURES UNLIMITED **Tuscaloosa and Walker Counties**	*"A major goal of Futures Unlimited is to assist youth in learning to assume more responsibility for their lives through self-determining decision making. We continue to be amazed at the impact that this program has upon those who are participants.*

BEST COPY AVAILABLE

WORK INSTRUCTION PROGRAM **Mobile County**	*"When the program began, the teachers spent a large amount of time encouraging the students to participate. Now the teachers have a waiting list of special education students wanting to participate."*
OUTSTANDING RURAL TRANSITION PROGRAMS	
PROJECT BOSS **Cullman County**	*"Project Boss is committed to enhancing the employability of these students which improves their opportunities, as well as allows for their active contributions to our community as citizens. Our students with disabilities are able to prove their abilities."*
FUTURES UNLIMITED TRANSITION PROJECT **Tuscaloosa and Walker Counties**	*"The Futures Unlimited Project has proven that students with severe disabilities have the ability to participate in planning their own future upon completion of school."*
SPECIAL RECOGNITION AWARD	
Mr. and Mrs William Downer **Fort Payne**	*"This young married hearing impaired couple exemplifies the meaning of hard work and perseverance. The are truly proud to be contributors to society rather than receipients of social services."*

Note: Unfortunately, the *Outstanding Performers* for Transition VI are not presented. Please excuse this omission that is due to a misplacement of record.

BEST COPY AVAILABLE

PRECONFERENCE WORKSHOPS

TRANSITION V	
FUNCTIONAL CURRICULUM Dr. Cronin Dr. Patton	This 1-day workshop was on transition and the development of a community-based life skills curriculum. Participants learned techniques necessary for teachers to engage in the transition planning process and to develop, implement and evaluate a community-based life skills program. Integrating these life skills into the classroom were presented via three techniques (coursework development, augmentation, and infusion).
SELF DETERMINATION Dr. Wehmeyer	This 1-day workshop was on self-determination and its potent implications for the self-empowerment of adolescent and young adults who are in transition. Participants learned about the nature of this powerful psychological dimension and became highly familiar with curriculum models, materials, and instructional techniques specifically designed to teach choice-making, decision-making, and self-determination skills.
VOCATIONAL EDUCATION Dr. Meers	This 1-day workshop was on vocational and work related considerations for secondary students with disabilities. Major topics included matching personalities to employment, workplace modifications, and developing employer support. Also, time was spent on how to create interagency transition teams.
FAMILIES Judy Barclay	This 1-day workshop was for parents and family members of adolescent and young adults with disabilities. Participants gained important information and skills for being centrally and effectively involved in the transition process for their children. Also, they became familiar with a highly successful approach, **Group Action Planning**, which occurs when *"a group of family, friends, community citizens, and professionals form a reliable alliance for the purpose of dynamically, energetically, and joyfully creating inclusion within families, neighborhoods, educational programs, and communities."*
POST SECONDARY EDUCATION Miss Heyward Dr. Haynes	This 1-day workshop was on Alabama's postsecondary education programs for students with disabilities and designed for directors of such educational programs, ADA-504 compliance officers, and counselors and coordinators in junior colleges and universities. Miss Heyward, 504 lawyer and former investigator with the Office of Civil Rights, conducted an open question and answer session on interpretations of the laws, and practical solutions to difficult situations.
TRANSITION VI	
SELF DETERMINATION Dr. Wehmeyer	This 1-day workshop was on self-determination and attendees received a thorough overview and curricular and non-curricular strategies to promote this outcome. Also, they were introduced to available curricular materials (and a *Self-Determination Scale*) to promote student self-determination and involvement in their planning, decision-making, and program implementation.

FUNCTIONAL CURRICULUM Dr. Clark	This 1-day workshop on functional curriculum in today's schools included information on how to integrate functional life skills curriculum and transition services into the secondary curriculum. Emphasis was placed on developing, implementing, and evaluating a community-based life skills program.
VOCATIONAL EDUCATION Dr. Wise	This 1-day workshop addressed the role vocational educators can play in meeting the transition needs of all students. The goal was for the participants to be able to identify strategies that vocational educators (and other interested participants) could use in creating successful bridges from school to work for students with disabilities.
Mr. Griffin	This 1-day workshop was on the values, organizational supports, and staff skills necessary to create meaningful community employment. Addressed areas included forming marketing networks, self-directed career development strategies, facilitating natural supports, non-aversive behavioral supports, co-worker training, sales techniques, employer needs and attitudes, and utilization of Social Security Work incentives.
COMMUNITY INCLUSION Mr. Dufresne	This 1-day workshop was on how people with disabilities can be connected within the community. Areas covered included (a) creating a community connection chart, (b) understanding the difference between power and empowerment, (c) the importance of process/opportunity over achievement/outcome, (d) the role of staff in the future, and (e) why failure and success will both increase with natural supports.
FAMILY INVOLVEMENT Dr. Gillespie	This 1-day workshop was for parents of secondary students with disabilities. It provided strategies for parents to be effectively involved in the transition process. Also, it introduced a highly successful approach, Group Action Planning, which occurs from a *"reliable alliance" for the purpose of dynamically, energetically, and joyfully creating inclusion within families, neighborhoods, educational programs, and communities."*

CONCURRENT SESSIONS FOR TRANSITION V

Transition with Help from JTPA: This session presented and discussed the nature of the JTPA program, and as well as new and innovated programs to be subsequently offered to local school systems and two-year colleges. Also highlighted were dropout prevention, dropout recovery, school to work transition, basic remediation, non-traditional employment for women, and prison literacy projects. (***Mickey Humphries, Celeste Sparks, Ann West, Rhonda Flowers, and Jake Jones***)

Community Based Instruction: How Do We Get from the Classroom to the Community: The Jefferson County School System has developed a Community-Based Instruction (CBI) program. This presentation addressed the development of the CBI guidelines for teacher training. Also discussed were factors involved with the implementation of CBI, such as time management, transportation, and insurance coverage. (***Penny Ray and Dan Roth***)

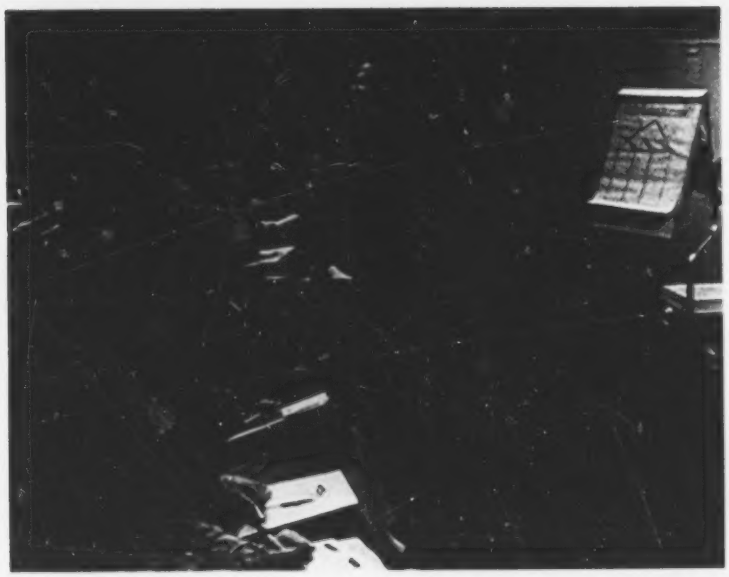
Building Local Transition Teams in Alabama: The Special Education Coordinator for Pell City discussed the building of a local transition team in their community. This program was one of Alabama's newest demonstration team building sites. The participants learned how to start building such a collaborative team for their area. (***Deloris Frasier***)

Transition and The Rehabilitation Act: The 1992 Amendments to the Rehabilitation Act increase attention to transition planning, collaboration, and service delivery. Dennis Bega, Acting RSA Commissioner for Region IV, focused on the new requirements regarding transition training, tracking, and follow-up and how these requirements can serve to improve the performance of secondary students and young adults in transition. (***Dennis Bega***)

Transition and the IEP/ITP: This session addressed IEP development reflecting community-based instruction. Mabrey explained how to complete the Alabama IEP, gave examples of transition goals and objectives, as well as examples of transition statements for IEPs. In addition, he overviewed the most recent federal requirements and guidelines regarding the IEP/ITP. (***Mabrey Whetstone***)

Self-Determination: A Critical Life Enhancement Ingredient: In this session, Michael Wehmeyer, who is a pioneer and national leader on self-determination for students with disabilities, introduced the participants to what self-determination is, curriculum materials and strategies for teaching this critical life enhancement skill, and its importance in the transition process and outcome. This was a ***window*** to the preconference workshop. (***Michael Wehmeyer***)

Auburn's Graduate Training Program in Transition: This session introduced the participants to Auburn's 5-year federally funded Masters program for special education teachers (and other service providers). The program director, and a panel of current students shared the nature of this exciting program and many of its interesting activities. Included among the unique program features were (a) field-based transition projects, (b) extensive community-based practicums, (c) video



tape projects, and (d) transition related course work. (***Cari Dunn, Robyn Avery, James Buford, Beth Holtcher, Wendy Lanier, and Tangela Cliett***)

Assistive Technology for Adults with LD: After providing a general overview of the research and training components developed by the Learning Disabilities Research and Training Center, the presenters demonstrated appropriate computer software which can be successfully used in conjunction with a variety of academic tools. In addition, the availability and advantages of using electronic mail via Internet and various bulletin boards were illustrated as a valuable source of both information and networking for professionals and consumers. Also, input was provided by a consumer on the useful benefits of assistive technology for adults with learning disabilities. (***Noel Gregg, Alice Gay, Chris Lee, and Jimmy Williamson***)

Auburn's Distance Education in Transition: In this session, the participants learned about a new 3-three year federally funded demonstration project for stakeholders in transition. Transition curriculum modules designed for this learning medium being developed and pilot tested in Alabama and prepared for national distribution was described. *Karen Rabren and Robyn Avery*)

ADA and the Interface Between Chemical ***Educators and Disability Service Personnel***: Many attractive and growing technical career areas require enrollment in college chemistry courses. Fortunately, the Americans with Disabilities Act requires colleges to provide fully accessible services and training for individuals seeking careers in these areas. Participants were introduced to Auburn University at Montgomery's federal grant to develop safe, cost effective chemistry experiments through modification of the chemistry laboratory, rather than requiring the students with a disability to adapt to the traditional curriculum. (***Nancy McDaniel, Chris Mahaffy, John Teggins, Gerri Wolfe***)

Early Planning for Students with Pervasive Disabilities: This session explained the process by which the Tuscaloosa Treatment Clinic has developed a school to work transition program for students with pervasive disabilities. This program utilizes the expertise of parents, local school personnel, and university professors and students, and places emphasis on the acquisition of social skills in the work realm and the elimination of undesirable behaviors. (***Carbestha Tate-Braxton, Vickie Smith, Ginger Cicatiello***)

A Facilitated Open-Ended Session: This was a *free-for-all* session for those who chose to take this time to just talk about their own issues, concerns, programs, and the like. It was facilitated by Clarence, who is very resourceful in the area of transition. The session allowed those who wished to participate to meet their **own** needs and interests as it related to transition. It was fun and productive! (***Clarence Brown***)

Alabama's MH/MR Service Coordinators in Transition: You may have heard there are now 10 service coordinators (case managers) in the state who are assigned to transition pilot projects. Plans are to significantly increase this number over the next several years so that most, if not all, public school systems have a case manager assigned to it. Participants learned about this exciting development in this session, as well were updated on the recent results of this overall effort. (***Billy Ray Stokes, Sherry Robertson and Jane Rudick***)

Community Curriculum Instruction: Mary Cronin is a national expert in the development of functional curriculum at the local level. This session was intended for those who did not attend her preconference workshop the day before. She introduced community-based instruction with an emphasis on the development, implementation, and maintenance of community experiences for secondary students with disabilities. Special attention was also focused on the infusion of life skills content into secondary curriculums. This was a ***window*** to the preconference workshop. (***Mary Cronin***)

Life Centered Career Education Curriculum: The audience was introduced to the basic goals, objectives, and design of a highly functional and comprehensive curriculum. The LCCE curriculum is widely used throughout Alabama and in many other parts of the country. Therefore, this was a very important session for special education teachers who were new to the field and/or unfamiliar with the curriculum. This was a ***window*** to the preconference workshop. (***Larry Minor***)

Alabama's Parent Teams in Transition: Judy Barclay and several other parents conducted this most needed and important session. As participants in the preconference on family involvement, they shared the high points of that experience and discussed parental feelings, thoughts, and actions regarding the transition process with their children. Suggestions were offered as to how they could work in closer partnership with other stakeholders to achieve successful transition outcomes. (***Judy Barclay***)

A Community-Based Undergraduate Rehab Program: The Auburn University undergraduate Rehabilitation Program was just awarded a federal grant that allows students to be paid for practicum hours spent in field placements that coincide with their academic program. This presentation focused on the nature of the program, content of the curriculum, and the type of field-based experiences encountered by the students. Students placed in community sites such as job coaches in schools, mental health agencies, and vocational rehabilitation settings were highlighted. (***Clarence Brown and Robyn Groves***)

Person Centered Planning, Personal Growth, and Life Outcomes: Outcomes resulting from *Futures Unlimited* of Tuscaloosa and Walker Counties were presented. Central to this presentation was how *Person Centered Planning* can compliment transition planning occurring in the schools; how student choice can be supported in everyday life; and the life outcomes of youths participating in this innovative project. (***Linda Nutt and Vicki Hicks Turnage***)

Service Coordination: What Is It and How You Can Make It Work: This session explored everyday situations involving resources and the coordination of community-based services for young adults with disabilities and their families. The presenters reported the experiences and results of the pilot project concerning this area. (***Linda Nutt, Tricia Wiggins, Jeanette DeVaughn, Ed Brand***)

"Job Training is for Me to Work the First Time": This Summer Youth Employment and Training Program is a unique program initiated by United Cerebral Palsy of Greater Birmingham. It is funded through JTPA for students ages 14-21 who have severe disabilities and who are in special education classes in Birmingham, Bessemer, Hoover, and Jefferson County school systems. This supported employment approach enables students to succeed in their summer jobs and prepares them and their families for future employment. Academic enrichment utilizes the Life

Centered Career Curriculum and includes community-based experiences. Paid community-based employment occurs within public or private non-profit organizations. (***Gary Edwards, Beulah Brown, Dan Roth, Allison Norton, Bertha Morgan, and Kareen Latham***)

Supported Employment: State Systems Change and Transition to Work: The Department of Rehabilitation Services had just received a 1.5 millon dollar supported employment state systems change grant from the Rehabilitation Services Administration of the U.S. Department of Education. The program for which it was funded was designed to improve and expand supported employment opportunities in the State. This important initiative included a significant focus on improving school to work outcomes for students with the most severe disabilities. This was a ***window*** to the preconference workshop. (***Cary Boswell***)

BEST COPY AVAILABLE

CONCURRENT SESSIONS FOR TRANSITION VI

How To Deliver Functional Curriculum in Today's Schools: Participants learned from a national expert on how to integrate functional life skills curriculum and transition services into their high school programs. They were provided tips on development, implementation, and evaluation of programming for community-based life skills. This was a ***window*** to the preconference workshop. (*Dr. Gary Clark*)

Community Inclusion: This special session was on linking people with disabilities to the community and was delivered by a well known leader from Missouri. Among the topics covered were (a) creating a community connection chart, (b) understanding the difference between power and empowerment, and (c) why both failure and success will increase with natural supports. This was a ***window*** to the preconference workshop. (*Derrick Dufresne*)

Person-Centered Employment: Participants were introduced to the necessary skills to create meaningful community employment for young adults with disabilities through creating strong business/community relationships and forming high performance *peer marketing networks*. They also learned of self-directed career development approaches and creative sales techniques. This was a ***window*** to the preconference workshop. (*Cary Griffin*)

Self-Determination: An Educational Outcome: Presented in this session was (a) ARC's new *Self-Determination Scale*, (b) self-determination as an educational outcome, and (c) the importance of various curricular and non-curricular strategies to promote self-determination. This was a ***window*** to the preconference workshop. (*Dr. Michael Wehmeyer*)

Vocational Educators in Transition: Participants learned of the prominent role that vocational educators can play in the transition process. They were introduced to strategies that vocational educators can use to create successful bridges from school-to-work. This was a ***window*** to the preconference workshop. (*Rachel Wise*)

Partners in Transition: A Strategy That Works: This session was on the third year of ten cooperative pilot programs involving the Department of Education, Department of Rehabilitation Services, Department of Mental Health and Mental Retardation, and the Alabama Developmental Disabilities Planning Council. Attendees learned how program effectiveness is measured in the success of dropout prevention, high employment rates, and individual satisfaction. (*Dr. Billy Ray Stokes, Jane Rudick*)

The Internet and Rehabilitation Counselors: This session was on the use of *Internet* and how to improve rehabilitation service capabilities. Several of the major questions addressed were: What can Internet do for you? How do you use Internet? The purpose of this session was to address these and similar questions. Also, an open-ended discussion was provided regarding the implications of a recent nationwide survey of computer usage among rehabilitation counselors. (*Susan Heyser, Linda Shumaker, Bill Borom*)

81

Families & Professionals Working Together: Parents (and service providers) were introduced to communication and collaboration tools for enhancing family involvement in transition services. Highlighted were various options which parents and professionals should take advantage of to reach mutually beneficial goals. Presenters also shared their personal experiences with respect to an ongoing parent activity with which they were involved. (*Beth Holcher, Dr. Clarence Brown*)

Apartment Living: Independence in the Community: During this session, participants learned of the experiences of six adults who shared their experiences as they made the transition from institutional living arrangements into apartment living. Also, participants learned of the successes and difficulties in establishing a community living program. (*Tish MacInnis, James Perry*)

College Students Need Technology & Support Services: In this session, technology for visually impaired, hearing impaired, mobility impaired, LD/ADD (etc) was discussed as it related to the demands of the post-secondary environment. Support services were also discussed including counseling, reader services, interpreter services, assistive technology evaluation, and training. (*Dr. Kelly Haynes, Lynne Stokley, Tracy Donald, Jeffrey Holley*)

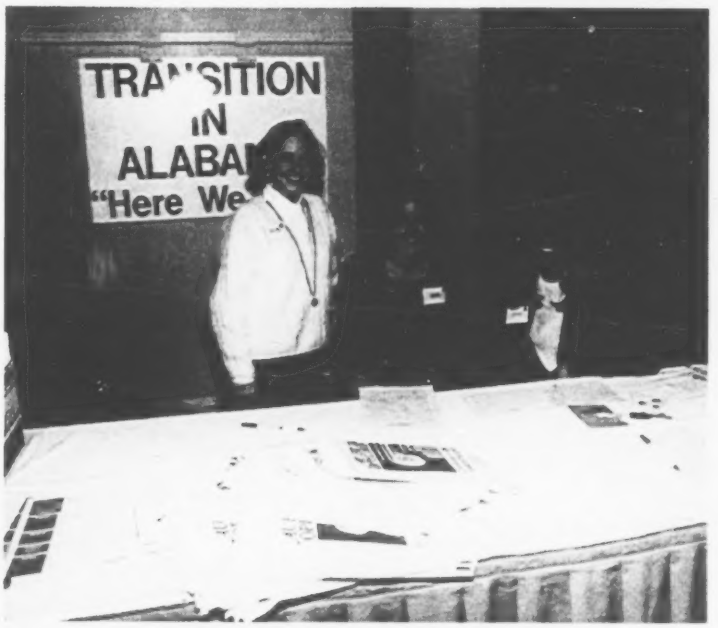
The LCCE Curriculum in a Nutshell: The audience was introduced to the basic goals, objectives, and design of this highly functional and comprehensive curriculum. The LCCE is widely used throughout Alabama and in many other parts of the country. This was a very important session for parents and special education teachers who were new to the field, or unfamiliar with the curriculum. (*Larry Minor*)

Consistency with Diversity: How Do You Make A Program Fit Student's Needs?: Leaders from the Jefferson County School System presented via video and discussion each of their site-based Supported Vocational Training Programs. While the core components of each program are consistent, each has been designed to meet the unique needs of the students served in diverse population areas. (*Penny Ray, Lisa Stamps, Janis Braue, Cheryl Hand, Pam Parker, Dan Roth, Merie Watson, Sharon Pearson, Rhonda Madaris, Patricia Cook, Alan Thomas*)

Auburn's Distance Education in Transition: Attendees learned of transition curriculum modules being developed and pilot tested in Alabama and prepared for national distribution. They also learned how in their own home and at their preferred time of study they would be able to learn from this training via videocassette (and other learning material), and receive university credit. (*Dr. Karen Rabren, Dr. Cari Dunn, Robyn Avery*)

Alabama AHEAD (Association on Higher Education & Disability): The Alabama chapter of AHEAD had been recently formed. This newly created association is crucial for secondary students with disabilities transitioning from high school to post-secondary institutions. Participants learned how this organization might be beneficial to them and the students they serve. (*Lynne Stokley*)

Families Involved in Supported Employment: This session provided its audience with information regarding family dynamics and issues related to supported employment of a family member with a disability. Dr. Lustig reviewed revealing information from a current study in which family strength dimensions were researched and related to positive family involvement. (*Dr. Dan Lustig*)



BEST COPY AVAILABLE

"Capabilities Unlimited": Mitchell Levitz, Advocacy Coordinator for *Capabilities Unlimited,* presented a session on the purpose of Capabilities Unlimited, and it's role in helping individuals with disabilities. Attendees learned how the program helps people with developmental disabilities in the establishment of an on-going, innovative national support network which promotes advocacy, leadership opportunities, and community partnerships. (*Mitchell Levitz*)

Life-Centered Career Education for Low-Functioning Populations: A functional curriculum is imperative in preparing the foundation for transition with *low-functioning* populations (mental retardation and multi-handicapped). In this session, suggestions for curriculum adaptations and instructional techniques were addressed for the Life-Centered Career Education Curriculum (LCCE). (*Pamella Parker, Cheryl Hand, Lisa Stamps*)

Career Selection that "fits" for Students Who are Deaf/Hard of Hearing: Attendees learned about Jacksonville State's summer program for high school students who are Deaf, or Hard of Hearing. Through this program, students are helped to select appropriate career goals based on their vocational interests, cognitive achievement levels, temperament, and through-the-air communication style. This process is based on the use of Reality Therapy for problem solving. (*Dan Miller*)

"Egg-ceptional Futures Start From Within": Demonstrated in this session was a method for self-esteem building which all teachers and workers with young people can use. The method uses *magic tricks* and *story telling* to help students develop positive self-worth as they prepare for the world of work. Participants were shown how to make and perform the magic tricks so that they can use them in their own workplace. (*Carl Kelly, Deborah Kelly*)

Vocational Rehabilitation, Special Education, & Vocational Education: Collaboration in the High School: The audience learned of Auburn High School's partnership program between (a) special education and vocational education, (b) vocational rehabilitation and employers, (c) facility and community-based instruction, and (d) professionals and personnel-in-training working together. (*Robin Groves, Windy Baker, Glennie Melton*)

Project TASSEL: Teaching All Students Skills for Employment and Life: Participants learned of Project TASSEL, which provides transition services to all students with disabilities using exemplary service practices. *TASSEL* includes (a) the planning process based on student choice, (b) functional curriculum, (c) academic or occupational diploma options, (d) community-based training opportunities, and (e) interagency collaboration. (*Jill Solow*)

Interagency Collaboration via Video: Equipping students, parents and teachers with agency information is critical for transition planning. A local-referenced video tape (and material) was produced to assist in this effort. Agency and school personnel are featured outlining the available resources which students with disabilities in this geographic area have access. Suggestions were offered as to how one can make one for their own community. (*Robyn Avery*)

A Facilitated Open-Ended Session: This was a *free-for-all* session for those who chose to take this time to just talk about their own issues, concerns, programs, and the like. It was facilitated by Clarence, who is very resourceful in the area of transition. The session allowed those who wished

85

to participate to meet their **own** needs and interests as it related to transition. It was fun and productive! (***Clarence Brown***)

Employability Skills & Life Skills: Through handouts and visual aides, participants learned how the *Employability Skills Cabinet* assesses (a) pre-employment/work maturity skills, (b) prescribes and remediates identified deficiencies, and (c) provides post-testing to determine gains. They also received a sample packet from one of 28 core competencies included in the Life Skills Curriculum. (*Angela Sanzotera*)

Scottsboro's Transition Model Program: *Visions of Success!* The basic components of the Scottsboro City School's model includes (a) functional curriculum, (b) school and community-based training, (c) school and community transition teams, (d) job development/job coaching, and (e) service coordination. Participants learned of the school's newest components: *Teenagers Learning Through Community Service* (TLCS), and how vocational education and speech therapy can be used to teach functional and work preparatory skills. (*Patricia Austin, Sadie Bias, Rebecca Bridges, Sheila Knox*)

Making Futures Happen!: *Person Centered Futures Planning* (PCFP) is a tool that helps to prevent exclusion and plan for a rich future in community life for persons with disabilities. The panel of presenters included discussion on such topics as job planning, residential, and other areas of whole life planning. (*Connie Rogers, Ashlie Koterba*)

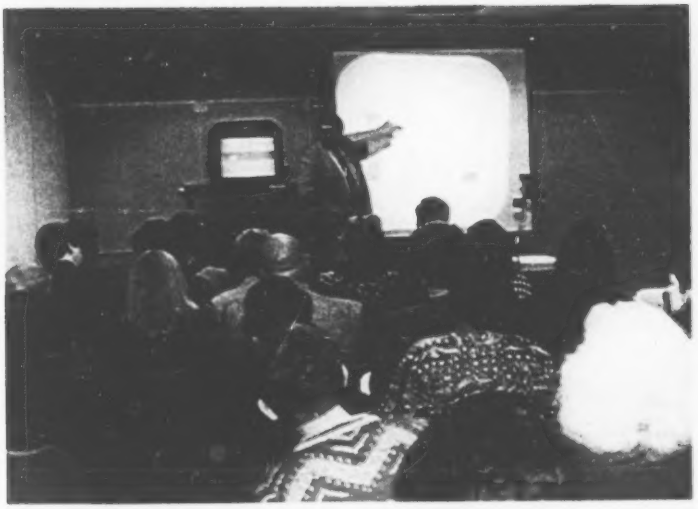
Madison County's Vocational Transition Program: This session introduced a transitional program recently implemented in the Madison County Technical Center. This program provides community-based job readiness training and initiates career preparation for its students. (*P. J. Cormier, Julia Arnett, Alisa Ard*)

JTPA 8% Transition Work Specialists Programs: This session was by invitation only. It focused on the local school system JTPA transition work specialist programs, which are a cooperative agreement between the State Department's of Rehabilitation Services and Education. This working session was limited to the local, school system personnel working in these programs. (*Steve Shivers*)

Red Level's Project on Printing-Learning for Life: The presenters introduced an innovative way of teaching using the *entrepreneurial* development of a print shop to enhance transition skills for mildly disabled students in a rural area. Several of the students showcased their work and give their unique perspective about the impact of the transition services on their lives. (*Sharon Dye, Dawn Maddox, Ophelia Merrill, Chris Liles, Heather Harris, Pam Baker*)

Tracking Secondary Students from School to Post-School: What happens to our students once they exit high school? Fortunately, Alabama is now developing a follow-along tracking system for its secondary students with disabilities. In this session, the first year's piloting activities that were taking place in Jefferson County and Lee County were presented. The goal will be to expand this system throughout Alabama. (*Linda Shumaker, Larry DiChiara*)

College Students with Disabilities Speak Out: In this session, college students representing various disabilities addressed the following issues: (a) what they needed to know in high



BEST COPY AVAILABLE

school as it related to college, (b) what factors contribute to successful transition, and (c) what accommodations/services are critical to success in college. (*Dr. Kelly Haynes*)

How to Win Friends and Influence Your Community This session discussed creative approaches to developing opportunities for creating friendships for people with and without disabilities. The panel of presenters addressed how we define our friendships, as well as how we may better facilitate them for growth. (*Susan Ellis, Charlotte Bell, Sharon King*)

Auburn's High School CAFE Business: Learning Transition Skills Through a School Business: *Cafe AHS* is an in-school, small simulated business involving students with mental retardation in the basics of business. This "on-campus" business venture provides students with important restaurant skills, such as taking food orders, buying food, cooking, serving, counting money, learning banking skills, relating to employees, and dealing with customers. (*Ginger Hughes*)

TRANSITION V
CONFERENCE PRESENTERS

Judy Barclay
A Parent
4951 Springrock Rd.
Birmingham, AL 35223
205-956-3335

Dennis Bega
Acting Regional Commissioner
Rehab. Services Administration
Office of Spec. Ed. & Rehab. Services
U.S. Department of Education
P O Box 1691
101 Marietta Tower Suite #2210
Atlanta, GA 30323
404-331-0498

Cary Boswell, Coordinator
Supported Employment & Transition Programs
State Department of Education
Division of Rehabilitation Services
2129 East South Blvd.
P O Box 11586
Montgomery, AL 36111-0586
334-281-8780

Ed Brand, Service Coordinator
Futures Unlimited
P O Box 1730
Tuscaloosa, AL 35403
205-554-4166

Carbestha Tate-Braxton, Ph.D.
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Beulah Brown
Employment Planner
2430 11th Avenue North
Birmingham, AL 35234
205-251-1065

Clarence Brown, Ph.D.
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Philip Browning, Ph.D., Head
Rehabilitation and Special Education
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Ginger Cicatiello, LBSW
Technical Assistant for Social Workers
Dept. of Mental Health & Methal Retardation
P O Box 1730
Region 2 Community Services
Tuscaloosa, AL 35403

Mary Cronin
637 Oakloan Dr.
Metairie, LA 70005

Jeanette DeVaughn, Service Coordinator
Futures Unlimited
P O Box 1730
Tuscaloosa, AL 35403
205-554-4166

Cari Dunn, Ph.D.
Assistant Professor
Rehabilitation and Special Education
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Gary Edwards, Ph.D.
Executive Director
United Cerebral Palsy of Greater Birmingham
2430 11th Avenue North
Birmingham, AL 35234
205-251-0165

Rhonda Flowers
JTPA District Specialist
Troy-Pike Ave.
Rt. 6 Box 285
Troy, AL 36081
334-670-0170

Deloris Frasier
Special Education Coordinator
25 12th Street South
Pell City, AL 35125
334-884-4440

Alice Gay, Media Director
LD Research and Training Center
534 Aderhold Hall
The University of Georgia
Athens, GA 30602
706-542-1315

Noel Gregg, Ph.D., Director
LD Research and Training Center
534 Aderhold Hall
The University of Georgia
Athens, GA 30602
706-542-1300

Robyn Groves
Doctoral Student
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Mickey Humphries, State Coordinator
Eight-Percent JTPA Grant
5233 Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901
334-242-9115

Jake Jones
JTPA Prison Project Specialist
Eight-Percent JTPA Grant
5233 Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901
334-242-9115

Kareen Latham
Teacher/Coordinator SYETP
Davis Middle School
1224 Clarendon Avenue
Bessemer, AL 35020
205-481-9826

Chris Lee, Training Director
LD Research and Training Center
534 Aderhold Hall
The University of Georgia
Athens, GA 30602
706-542-1315

Mitchell Levitz
208 Lafayette Ave.
Pekskill, NY 10566

Chris Mahaffy, Ph.D., Professor
Dept. of Physical Science
Auburn University at Montgomery
Montgomery, AL 36117
334-244-3334

Nancy McDaniel, Director
Center for Special Services
Auburn University at Montgomery
Montgomery, AL 36117
334-244-3468

Gary Meers, Ph.D., Editor
Journal of Vocational Needs Education
518 East Nebraska Hall
University of Nebraska
P O Box 880515
Lincoln, NE 68588

Larry Minor, Transition Coordinator
State Department of Education
5233 Gordon Persons Building
50 N. Ripley Street
Montgomery, AL 36130
334-242-8114

Bertha Morgan
Teacher/Coordinator SYETP
Woodlawn High School
5620 1st Avenue North
Birmingham, AL 35212
205-599-8700

Allison Norton
Teacher/Coordinator SYETP
Simmons Middle School
1575 Patton Chapel Road
Birmingham, AL 35226
205-978-1590

Linda Nutt, Transition Specialist
LMN Enterprises, Inc.
P O Box 451
Northport, AL 35476
205-349-4191

James R. Patton, Ed.D.
Executive Editor, Director
Book Division, PRO-ED
1315 Thaddeus Cove
Austin, TX 78746
512-451-3246

Karen Rabren, Ph.D.
Project Coordinator Distant Education
Rehabilitation and Special Education
1234 Haley Center
Auburn University, AL 36849
334-844-5943

Penny Ray, Psychologist
Exceptional Education Supervisor
2100 21st Street South
Birmingham, AL 35209
205-930-3895

Dan Roth
Supported Vocational Instructor
Dabbs Vocational School
5191 Pine Whispers Dr.
Birmingham, AL 35210
205-956-3968

Vickie Smith, Co-Director
Tuscaloosa Treatment Clinic
P O Box 2673
Tuscaloosa, AL 35403
205-349-2774

Celeste Sparks, Ph. D.
JTPA District Specialist
Eight-Percent JTPA Grant
5233 Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901
334-242-9115

Billy Ray Stokes, Ph.D.
Assoc. Commissioner for MR
Division of Mental Retardation
DMH-MR
P O Box 3710
Montgomery, AL 36913-5001
334-271-9295

John E. Teggins, Ph.D., Professor and Head
Dept. of Physical Sciences
Auburn University at Montgomery
Montgomery, AL 36117
334-244-3326

Lloyd Tindell, Ph.D.
Center of Education and Work
School of Education
University of Wisconsin-Madison
964 Education Sciences Building
1025 West Johnson Street
Madison, WI 53706-1796

Vicki Hicks Turnage
Region II Director of Community Services
Department of Mental Health
P O Box 1730
Tuscaloosa, AL 35403
205-554-4155

Ann West
JTPA District Specialist
Rt. 3 Box 68
Haleyville, AL 35565
334-486-3963

Mabrey Whetstone, Educational Specialist
Division of Special Education
Gordon Persons Building
50 N. Ripley
Montgomery, AL 36130
334-242-8114

Michael Wehmeyer, Assistant Director
Department of Research and Program Services
The Arc
National Headquarters
500 E. Border Street, Suite 300
Arlington, Texas 76010
817-261-6003

Tricia Wiggins, Transition Coordinator
Futures Unlimited
P O Box 1730
Tuscaloosa, AL 35403
205-554-4166

Jimmy Williamson, Project Assistant
LD Research and Training Center
534 Aderhold Hall
The University of Georgia
Athens, GA 30602
706-542-1300

Gerri Wolfe, M.S., LPC, Assistant Director
Center for Special Services
Auburn University at Montgomery
Montgomery, AL 35116
334-244-3468

TRANSITION VI CONFERENCE PRESENTERS

Alisa Ard, Special Ed Instr.
World of Work
Madison County Technical Center
1275 Jordan Road
Huntsville, AL 35811

Julia Arnett, Voc. Ed. Instr.
World of Work
Madison County Technical Center
1275 Jordan Road
Huntsville, AL 35811

Patricia Austin, Transition Coord.
Scottsboro High School
102 Legion Drive
Scottsboro, AL 35768

Robyn Avery, Teacher
Rehabilitation & Special Ed
1228 Haley Center
Auburn University, AL 36849

Pam Baker, Student
P. O. Drawer D
Red Level, AL 36474

Wendy Baker, Transition Spec.
Opelika High School
1700 Lafayette Parkway
Opelika, AL 36801

Charlotte Bell, Parent
2107 Chestnut Rd.
Birmingham, AL 35216

Sadie Bias, Job Coach
Scottsboro High School
102 Legion Drive
Scottsboro, AL 35768

Bill Borom, Student
Rehabilitation & Special Ed
1228 Haley Center
Auburn University, AL 36849

Janis Braue, Teacher
Erwin High School
532 23rd Ave., NW
Birmingham, AL 35215

Rebecca Bridges, Teacher
Scottsboro High School
102 Legion Drive
Scottsboro, AL 35768

Clarence Brown, Assoc. Professor
Rehab & Special Ed
1228 Haley Center
Auburn University, AL 36849

Gary Clark, Professor
Department of Special Ed
3001 Dole Building
University of Kansas
Lawrence, KS 66045

Patrice Cook, Instructor
Supported Vocational/Employment Training
4933 Bessemer-Johns Road
Bessemer, AL 35023

P. J. Cormier, Special Ed. Instr.
World of Work
Madison County Technical Center
1275 Jordan Road
Huntsville, AL 35811

Larry DiChiara, Coordinator
Special Education
Lee County Board of Ed
Opelika, AL 36801

Tracy Donald, Specialist
Assistive Technology
Program for Students with Disabilities
1244 Haley Center
Auburn University, AL 36849

Derrick F. Dufresne, President
Community Resource Associates
736 Crab Thicket Lane
Des Peres, Missouri 63131-2119

Cari Dunn, Assistant Professor
Rehab & Special Ed
1228 Haley Center
Auburn University, AL 36849

Sharon Dye, MR Teacher
P. O. Drawer D
Red Level, AL 36474

Susan Ellis, Parent
1757 Carovel Cir
Birmingham, AL 35216

Cary Griffin, Executive Director
Center for Technical
Assist. and Training
University of Northern Colorado &
Denver Options Inc.
2981 South Adams Street
Denver, Colorado 80210

Robin Groves, Student
Rehab & Special Ed
1228 Haley Center
Auburn University, AL 36849

Cheryl Hand, Teacher
Gardendale High School
800 Main Street
Gardendale, AL 35071

Heather Harris, Student
P. O. Drawer D
Red Level, AL 36474

Kelly Haynes, Director
Program for Students with
Disabilities
1244 Haley Center
Auburn University, AL 36849

Susan Heyser, Student
Rehab & Special Ed
1228 Haley Center
Auburn University, AL 36849

Beth Holcher, Student
Rehabilitation & Special Ed
1228 Haley Center
Auburn University, AL 36849

Jeffrey Holley, Coordinator
Reader Services
Program for Students with
Disabilities
1244 Haley Center
Auburn University, AL 36849

Ginger Hughes, Teacher
Auburn High School
Auburn, AL 36830

Deborah J. Kelly, Teacher
Dadeville Elem. School
P. O. Box 441
Dadeville, AL 36853

J. Carl Kelly, Counselor
Dadeville High School
P. O. Box 441
Dadeville, AL 36853

Sharon King, Parent
2421 Woodmere
Birmingham, AL 35226

Sheila Knox, Speech/Lang Path.
Scottsboro Jr. High School
1601 Jefferson St.
Scottsboro, AL 35768

Ashlie Koterba, Facilitator
444 S. Decatur St.
Montgomery, AL 36104

Mitchell Levitz, Coordinator
Self Advocacy
Capabilities Unlimited, Inc.
2495 Erie Ave.
Cincinnati, OH 45208

Chris Liles, Student
P. O. Drawer D
Red Level, AL 36474

Daniel Lustig, Assist. Professor
Rehab & Special Ed
1228 Haley Center
Auburn University, Alabama 36849

Tish MacInnis, Program Mgr.
904 Milly Francis St.
Wetumpka, AL 36092

Rhonda Madaris
Minor High School
2285 Minor Parkway
Adamsville, AL 35005

Dawn Maddox, MR Teacher
P. O. Drawer D
Red Level, AL 36474

Glennie Melton, Counselor
Adult Voc. Rehab. Serv.
520 W. Thomason Circle
Opelika, AL 36801

Ophelia Merrill, LD Resource
P. O. Drawer D
Red Level, AL 36474

Daniel L. Miller, Director
Disabled Student Services
139 Daugette Hall
Jacksonville State Univ.
Jacksonville, AL 36265

Larry Minor, Transition Coord.
State Department of Education
50 N. Ripley
Montgomery, AL 36130

Dr. Joseph B. Morton, Deputy
State Superintendent of Ed
50 N. Ripley St.
Montgomery, AL 36104-3833

Pam Parker, Coordinator
Special Population Transition
Gardendale High School
800 Main Street
Gardendale, AL 35071

Sharon Pearson
Minor High School
2285 Minor Parkway
Adamsville, AL 35005

James Perry, Assist. Prog. Mgr.
904 Milly Francis St.
Wetumpka, AL 36092

Karen Rabren, Project Dir.
Rehabilitation & Special Ed
1228 Haley Center
Auburn University, AL 36849

Penny Ray, Supervisor
Exceptional Education
2100 18th St South
Birmingham, Alabama 35209

Connie Rogers, Coordinator
Futures Project
444 S. Decatur St.
Montgomery, AL 36104

Dan Roth, Teacher
5104 Belmont Drive
Irondale, AL 35210

Jane Rudick, State Coordinator
Transition/Supported Employment
100 N. Union
Montgomery, AL 36130

Angela Sanzotera, Educat. Consult.
PACE Learning Systems, Inc.
3710 Resource Drive
Tuscaloosa, AL 35401-7059

Linda Shumaker, Project Coord.
Division of Special Education
50 N. Ripley St
Montgomery, AL 36130

Jill Solow, Coordinator
TASSEL Outreach Project
The University of North Carolina
Department of Teaching Specialist
Carlotte, NC 28223

Lisa Stamps, Special Ed Teacher
2162-E Rocky Ridge Rd
Birmingham, AL 35216

Billy Ray Stokes
Assoc. Commissioner
Department of Mental Health &
Mental Retardation
100 N. Union St.
Montgomery, AL 36130-1410

Lynne Stokley, Specialist
Program for Students with
Disabilities
1244 Haley Center
Auburn University, AL 36849

Alan Thomas, Coordinator
Horticulture/Work Experience
4933 Bessemer Johns Rd.
Bessemer, AL 35023

Merle Watson
Dabbs Vocational
5191 Pine Whispers Drive
Birmingham, AL 35210

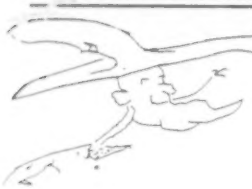
Michael Wehmeyer, Assist. Dir.
The ARC National Headquarters
500 E. Border Street, Suite 300
Arlington, Texas 76010

Rachel Wise, Professor
University of Nebraska-Lincoln
533 A Nebraska Hall
Lincoln, NE 68588-0513

Transition Times

January 1, 1997 Volume V andVI

"An Alabama Tradition Since 1991"



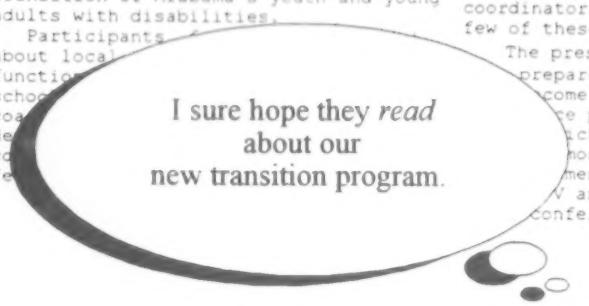
V & VI Conference Papers

A total of 54 concurrent sessions were conducted at Transition V and VI.These 45 minute sessions were presented mainly by practitioners in the field.The topics were many and varied, but they all had to do with the transition of Alabama's youth and young adults with disabilities.

Participants, for example, learned about local transition teams, functional curricula, in the high school, community-based instruction, job coaching, job placement, career development, and the role of transition coordinators, to mention the focus of a few of these sessions.

Participants
about local
functio
schoo
coa
de
co
fe

The presente
prepare pa
come th
e pro
ch ar
nograp
ment f
V and VI
conference.



BEST COPY AVAILABLE

An Interview with Mitchell Levitz [1] [2]
Co-Author of *"Count Us In"*

P Let's give him a hand. (audience applause). Hello Mitch, and I could have said, Mitchell the co-author of the prize winning book *Count Us In,* which we will be sharing with all of you. Mitchell, what do you think of the audience?

M Well, I think they're all up and ready to continue in this conference.

P We're up and ready to continue with the conference, are we not? And, what a starting point! I think you are more relaxed than I am.

M Well, the reason for that I think is that I've done these types of conferences, I've done these types of conferences a lot before.

P You've not only done these types of conferences, but you've been on prime time national television, as well.

M Yes, I've been on numerous television shows before. One of the shows I've been on was a program with Jane Pauley, *Dateline NBC*. They did a couple of stories on the book and also about me and Jason.

P Not only that show, but the *Larry King Show*. You were on his show were you not?

M Yes, that was last year when we were on our national book tour.

---

1 *Mitchell was the very special guest for* ***Transition V****. This in a transcription of Phil's Browning's talk show interview with him that served as the opening conference session.*

2 *Mitchell Andrew Levitz is a national celebrity. He is co-author of the award winning best seller* ***Count Us In: Growing Up with Down Syndrome****. Also, he has been a special guest on such nationally televised programs as* ***Jane Pauley's NBC Date Line****, the* ***Regis and Kathy Lee's Morning Show, CNN News, NBC Weekend,*** *and* ***Voice of America****. And, he has been featured in* ***USA Today, People Magazine, The New York Times, Psychology Today, The Chicago Tribune,*** *and* ***Associated Press****.*

P Tell us a little about the tour.

M It was a very, it was a very exciting time for both Jason and myself. The book had just came out and we've been traveling all over the country. We went to Washington DC, then we went to Chicago, Boston, Minneapolis, Denver, Seattle. We even went to Florida. We also went to California. We really got around to a lot of places and spoke to a lot of groups and other advocates.

P You can now add to your list, Auburn, Alabama.

M Yes I can (audience laughter, applause)

P Mitchell, several people have asked me whether you and your friend, Jason, really wrote that book. What would you tell them?

M Well, I would tell them that basically the book is entirely in our own words. We really didn't change, we really didn't change a thing. We just kept it in a way that we expressed ourselves.

The book had just came out and we've been traveling all over the country. We went to Washington DC, then we went to Chicago, Boston, Minneapolis, Denver, Seattle. We even went to Florida. We also went to California. We really got around to a lot of places and spoke to a lot of groups and other advocates.

P You can now add to your list, Auburn, Alabama.

M Yes I can (audience laughter, applause)

P You know, I thought when they asked me the question as to whether you and Jason really wrote the book they might have wondered if you could, given that the two of you have Down syndrome. Like, could they really write a book?

Mitchell, when I was asked the question, it occurred to me that I am also writing a book. And, do you know what? I've got a ghost writer (audience laughter). I've got a friend that's also writing a book, and

he has got an editor. In fact, my mother wrote a book and I hope she doesn't mind me saying, but I helped her write it. We all help each other, so what's the big deal? (audience laughter)

M There is actually no big deal at all. The important thing is, the important thing is that the reason why we do this is really to let people know that people with disabilities want to be accepted in the community. They also want to have the opportunity to live their full life. And, as Jason would say, people with disabilities have the same hopes, dreams, and goals as everyone else.

P Absolutely. And the message comes through loud and clear in your book. Mitchell, let's begin with your book (*Count Us In book* is in Phil's hand). Here, on this page you acknowledge the book to your parents, saying,

> *Throughout my whole entire life and since I was born, my family has been there for me. This is why I feel that this book is important to me and to my family. At this time I would like to dedicate this book to the people who I love most, my family.*

Let's talk a little about your family.

> ***I'd like to add that parents should not tell their children constantly and remind them to do this and do that and to also not to be as protective as much. If I go out, they should not be worried or protective, because I feel hurt if my parents tell me 'Don't forget to call. Leave a not.' Sometimes I would just call to make sure that they're ok and not worrying about me. (audience laughter)***

M I have two sisters who are both in college.

P In college?

M Yes

P Names and where are they?

M Stephanie is in Columbia University which is in New York. She is studying, she is studying special education and my other sister, Leah is in Boston studying Judaic studies at Brandeis University.

P Do you always get along with your sisters?

M Well its a typical brother/sister situation. But the important thing is that we managed to get along. And that we have a very special relationship.

P Your mother, dad—go ahead.

M Well, my parents have been very special to me all through my life. They gave me, they gave me every single opportunity that there is for me to have, for me to be in the community—

P Mitchell, there is something here in the book that I found very interesting. Let me take a moment to read this and then you simply talk about it, ok? These are your words when you and Jason are talking to each other. Jason has just spoken and now you are answering him.

> *I'd like to add that parents should not tell their children constantly and remind them to do this and do that and to also not to be as protective as much. If I go out, they should not be worried or protective, because I feel hurt if my parents tell me 'Don't forget to call. Leave a not.' Sometimes I would just call to make sure that they're ok and not worrying about me.* (audience laughter)

We're going to find out who's in control of this.

> *Parents should act their own age because they know the responsibilities are ours not theirs. If I do my own responsibilities and get it done without any problems I can be independent. Without somebody telling me what to do every single second of the day. If it is important, leave a little message saying don't forget to only if it is something very important. Not something idiotic.* (audience laughter)

Mitchell, did you ever talk to your parents about that?

M Actually I did, yes. The reason why I mentioned this to them is that sometimes I feel that they are being to, sometimes I feel that they are

being too overprotective of me and not letting me make decisions for myself. When I was growing up, they definitely wouldn't let me make my own decisions for myself.

P But they have learned over time to loosen the reins and let you become the one to make your own decision.

M Yes, but there are certain issues or concerns that they have. For example, over safety, or issues dealing with health, or whatever. Sometimes they can be concerned, which is very understandable for a parent to be concerned for the child.

P So for some things it is understandable for parents to be concerned, like taking risks, health, and safety. But not concerned about everything, huh?

M Not pretty much everything (audience laughter). Well, for example, I remember one time when I was a child, when my parents, actually mostly my mother (audience laughter) that she always write notes saying *Don't forget to take this to school, Don't forget your keys, or don't forget to make sure your room is clean, or whatever.* So. its helpful for a parent to remind the child of their responsibilities, but most importantly they should really get a life of their own.—— The first part of the book is that we've done this together and it has brought us much more closer to each other.

P As a family.

M Yes, as a family.

P Terrific, and what a wonderful family. Could we now turn our attention to Down syndrome. Let me read a few comments here and then we can talk about it, ok? This is your friend Jason talking and then you talking with him. Here, Jason your friend is saying,

> *I really wish Down syndrome would be on the news. They could tell us news about Down syndrome on televisions, like and now the news—a Down syndrome is someone who was born with an extra chromosome. A Down syndrome kid can be special in the normal outside world with everybody else. They can live in a regular house and work in a regular school and work in a regular job.*

and then the conversation turned to commercials for TV.

The commercials should know about Down syndrome too, and they will read, 'We're all connected Down syndrome telephone,' 'buckle up with Down syndrome it's the law,' 'get Down syndrome, it's the real thing,' 'get Down syndrome, don't leave home without it.
(audience laughter)

M One thing about Jason, he's always a kidder. I mean he always jokes around and that's why he's very entertaining. But what's important with dealing with the media, and dealing with media and the public is that people out there should realize that when they do a story about a person with a disability, they should not refer to us as victims. They should not refer to us as if we are suffering from a disease. What is important is for them to realize that they [we] have a job and to phrase things that will be more sensitive for the people who are watching the show.

P ***Learning to appreciate and respect one another, whether we have a disability or don't have a disability. Talk to us a little more about this. It underlies everything you say in here in the book.***

M ***Yea, absolutely! The problem is that people don't learn to accept each other. All of us should be treated as individuals. The important thing is that you respect each other's needs and wants. And part of that is for the public to know that anyone should be given, be given the opportunity.***

P Absolutely! When we were driving from Atlanta yesterday you continued to refer to your job as being most important to you, and its now a part of your mission in leadership.

M Right

P Learning to appreciate and respect one another, whether we have a disability or don't have a disability. Talk to us a little more about this. It underlies everything you say in here in the book.

M Yea, absolutely! The problem is that people don't learn to accept each other. All of us should be treated as individuals. The important thing is that you respect each other's needs and wants. And part of that is for the public to know that anyone should be given, be given the opportunity.

P Given the opportunity. Can I read another quotation?

M Sure, go ahead.

P This I found very interesting. Here, you and your friend Jason are talking with one another, and this is you.

> *I think that we should end this by stating that we should never call us Down syndrome. We should call each other up syndrome* (audience laughter) *because up syndrome would help each other out. Be involved in the communities because it is a part of being up syndrome.*

And Jason says,

> *Part of being up syndrome is the word up, it means your positive side.*

And you answer,

> *Up is positive, down is sad.*

And then you say,

> *No, the disability never can change, we'll call it change syndrome, things change around if you think about it, the reason we should call it change syndrome is we can't change the disability but we can change the way we feel.*

Mitchell, when did you first hear about Down syndrome? When did the word finally register with you?

M Well, actually I got used to the word while I was growing up. We talked about it and basically that we, we had conversations and basically and most importantly that I somewhat know about it because I came to have an understanding about disabilities. Well, I did once

tell my parents that I overcame my disability because I felt that I was compensated so much of the time and I feel that I was doing so much of what I was suppose to be. That's why I feel that I own as much to them. That's why I want to share with people that I have all kinds of abilities.

P Like?

M One of the abilities, one of the abilities I came to have was that I was able to get a regular high school diploma?

P A regular high school diploma

M Yea

P Okay, let's now move into school. I want to give a quotation to set the stage for the audience and then ask you a question. I found these words of yours to be special.

> *The important thing to learn when you start high school you should start out off on the right step. Meet friends who could understand you and how you feel according to your feelings.*

And then you move on saying that,

> *you have to prove to yourself. The question is should I do it or shouldn't I do it? Are you strong enough to tell the people who bug you to stop or not.*

Let's talk about your school and your later years. We know you received a high school diploma. Were there some hard times?

M Yea, there were very difficult times, particularly in middle school. It is very difficult for any child.

P Oh, for any child?

M For any child, and even the first year of high school. But most importantly, that when you are in a bad situation you really should learn some strategies to overcome that and one of the ways to do that is to walk away from it. Or even to talk to someone about it. What was special to me was that I had the opportunity to have my older two sisters so I was able to talk to them about the problems that I got into with the other students.

P Incredibly informative. So you are saying at one level all kids have difficulties. Mitchell, I did, too. You did. Everybody here in the large audience did. Given that, we all needed to learn strategies to deal with them.

M Right

P And another strategy is to learn to walk away from it.

> ***P*** ***Audience, let me share with you a recent phone conversation I had with Mitchell. When he was telling me about all of his different jobs, I asked him why leave a good job, and his answer was <u>For my career. I'm on a roll. I'm moving up.</u> (audience laughter). And I thought, too often we just think of a 'job' for a person with a disability. Here, Mitchell is telling us it's not just a job, but it's a 'career!'***

M Right, because part of that, is that to learn all about discipline. Discipline and all that because I was integrated with the students for all four years of my high school and I learned all, about all the problems people had with all the students.

P Mitchell, if you were going to be here for a couple of days and we had a chance to invite you into the high school to be with a group of students, what are some things you would tell them? You are the teacher now. What would you tell them, whether or not they have a disability?

M One of things I would express to them is how important it is that they respect each other, is to respect each other and to give each other space or time to include a person with a disability. And to me that's very important for a person with disability to be involved in all of the school, in the student government or the council, it's very important for them to be involved.

P In everything?

M Yes

P Like you were in soccer?

M Yes.

P You were in student government?

M I wasn't particularly in student government. I was involved with the legislative committee with the school board, and I was also on the community action committee for the school district, too. So I was involved with certain committees for the school. And, I also was involved in a lot of activities in my school. You mentioned soccer. I did play soccer when I was in high school. I even played soccer out in the community with other kids without disabilities.

P And in your book you tell many other stories and offer much advice about young people growing up in high school and ways to deal with it. Can we now move to the area of work? Your first job?

M The very first job I had? I mean I've had a lot of jobs in my time. (audience laughter)

P So have I. Mitchell, wait until they hear about what some of your jobs have been. Go ahead.

M Well, one of the very first jobs I had was when I was in a program in New Jersey. I worked at a bank. I did a lot of work dealing with coins, in the back room with checks, carrying the money up to the drive-in and—

P Who trained you for all of that?

M Well, it was a combination because it was part of my Person-Centered Planning when I was in high school.

P Part of your what?

M Part of my Person-Centered Planning. I decided I wanted to get skills to live more independently, so that's why we were looking into different possibilities, different possibilities. That's when I joined this program out in New Jersey and that's when I got this job at a bank. While I was in that bank, this is something you may or may not know, that made a documentary called *Employability*. In that film, it shows me in the bank and it shows other people with disabilities working as well.

P That's the special film you and your Dad told me about. Woolworth made it, didn't they?

M Yes

P And it's a prize film now. Like with the President's Committee on Mental Retardation and others—

M I believe so, yes. I think it's important for everyone to see it—not to discriminate against a person with a disability. That's why we should integrate, integrate people with disabilities into the work force. And that leads into one of the things we talked about last night. My other job when I was working at the Chamber of Commerce.

P Oh yes, I can't wait for the audience to hear. Go ahead.

M While I was working at the Chamber of Commerce I expressed to the Executive Director, I expressed to him the idea about integrating persons with disabilities into the workforce and felt that we should put together some kind of questionnaire or survey to find out from our membership, meaning the different businesses we had in our own community.

P Who wrote the questionnaire?

M It was a collaborative team effort. I started it by putting the questions together with the help, with the help of the State Department Vocational Education.

P Go ahead.

M It was a collaborative team effort and what we did was that, what we did was we were able to work together. And the way we did this was after we got the questionnaire done, we sent it out to our local businesses to find out.

P About their attitudes about hiring persons with disabilities?

M Not just their attitudes about, but having them in their own business, if they would consider hiring a person with disability. And we received, and we received very good responses about hiring a person with disability and this led to, somewhat led to a multi-agreement with the State Education Department, which is now being used throughout the state.

P Through your own initiative came about an agreement with the State Department of Education?

M Yes.

P What is the agreement? How does it work?

M Basically, what happens, if the Chamber of Commerce finds a job for a person with a disability, they get a fee.

P So this started in our own home town and has now been adopted statewide in New York?

M That's correct. And its now started spreading to other states.

P Was that really your idea?

M From the very start, yes (audience laughter).

P But that is not what you're doing now, is it?

M No, No.

Yes. That's a very important issue when we're talking about education and schooling, because I think that obviously it is very important to be involved in 'futures planning' and the way, and the way to do that is to include the student in their own meetings so that they can talk about their own education and what they want in their own education. And I think that, I think that part of that is to let them make their own choices, let them make their own decisions that would reflect, that would reflect on their own education.

P But Mitchell, if you were so successful with that job why would you leave it and do something else?

M Because I needed to further my career, I needed to further my career in the field of disabilities. That is why I found another job working with the Westchester ARC. I'm doing a lot of work with them right now in advocacy. To be an advocate for ourselves.

P Audience, let me share with you a recent phone conversation I had with Mitchell. When he was telling me about all of his different jobs, I asked him why leave a good job, and his answer was *For my career. I'm on a roll. I'm moving up.* (audience laughter). And I thought, too often we just think of a 'job' for a person with a disability. Here, Mitchell is telling us it's not just a job, but it's a 'career!'

M Right, what I want is a career and the career that I really want to get, and the career that I want is to be involved in politics and government. (audience laughter)

P Politics and government. Well, Mitchell, they will find in this book that you have been associated with many politicians, like your keynote address to the legislative body in New York. And, your Dad was telling me that you extended to him and your Mother and sisters an invitation to the White House. You were the one that got the invitation to the White House, and you asked them if they wanted to go along. (audience laughter)

P Why don't you share with them what you are now doing in Cincinnati.

M Okay, I have been doing a lot of work with the National Down syndrome Congress and what we're doing is we are pulling together the 23rd annual convention which will be held in Washington DC, this August. So I'm on a committee that is planning this conference. I'm going to be involved in different activities as part of the conference. One of the things I may be doing with a group of people is going to the White House and speaking with our legislators about the issues that are important to us and to see, and to get their opinion on what needs to be changed.

P Well, Mitchell we are moving right along. Let's now shift to another topic. Mitchell, here in your book you are talking about your future plans. You are saying to your friend Jason,

> *We should reflect on one important issue which I feel is important. What you plan on doing for the rest of your life. That's important. That's what people really want to know when people read this book. What our plans are to be exact.*

And Jason your friend answers,

My definition of life is 'a learning adventure' you have to learn a lot of good stuff. You have to accept the fact that it might be dangerous, it's all part of your abilities.

And then you say,

There are many things we're looking forward to. One of the important issues, not to be too political, is how we're going to support ourselves, financially and otherwise. I know our parents have supported us throughout our whole life. Now I'm curious, what will happen with the rest of our life. I know we have the support from them, but now we're going to do that on our own independently. It takes alot of abilities and skills and both me and Jason need to work on that a lot more.

You're talking about planning for your future.

M Yes. That's a very important issue when we're talking about education and schooling, because I think that obviously it is very important to be involved in 'futures planning' and the way, and the way to do that is to include the student in their own meetings so that they can talk about their own education and what they want in their own education. And I think that, I think that part of that is to let them make their own choices, let them make their own decisions that would reflect, that would reflect on their own education.

P If we are going to talk about the future, let those we are talking about have a say and a choice of what that future is going to be for them.

M Right, yes. I believe that is very important and key. That is a very key thing because I think, I think that the teachers should know that in order to help a student, they should, or they should be trained on issues dealing with self advocacy so they can help the student learn about it and to help them, to encourage them to speak up for themselves.

P Mitchell, can I share a story with the group? We were talking about self-advocacy driving down from Atlanta and I said that surely you must be the President or officer of such a group. Audience, do you know what his answer was? He said, *Oh no, I'm the advisor to the self-advocacy group.* (audience laughter) In fact, Mitchell is now involved in actually starting up such groups.

Mitchell, why don't we bring your Dad up here on stage to join us. (audience applause). Mr. Jack Levitz, welcome! Well, what do you think about what Mitchell has been talking about over the last hour?

J It's been an interesting 24 years. (audience laughter)

P I bet you have learned a few things, huh?

J He has actually taught us as much as I think that we've taught him through the years. His striving for independence and in his own respect and in his own space. And, the whole issue of over protectiveness is real difficult. Its difficult with my daughters and—

P Mitchell makes it even more difficult. (audience laughter). Jack, yesterday the topic of the United Nations came up at the tail end of our conversation. Can you, or Mitchell, tell us more about it.

M Sure. (audience laughter). Later on I'm going to be doing a presentation to the, at the International Conference and what we're doing, the purpose of this conference is really to make suggestions to the United Nations about issues dealing, issues related to international disabilities. And, what I'm going to be doing is, I will be presenting a paper that will explain about why to deal with rights. And I will be making sure that we all have opportunities, about making choices and making decision. There will be over 150 countries represented.

P And you're giving the opening address for this gathering.

M That is correct (audience applause)

P Well, audience, unfortunately, we are at the end of this part of our show. Mitchell has brought along copies of his book, *Count Us In*, and he will be out in the major lobby offering to sell and autograph them if you are interested. With that Mitchell, we want to thank you for such an informative, entertaining, and truly outstanding morning. (audience standing ovation)

STARs:
Success Through Action and Realization of your dreamS

Heather Whitestone [1]

It is an honor to be at this sixth annual statewide conference on transition . . . I am very excited to have this opportunity to talk with you about my *STARS* program. Since the area of education is the reason we are all here, I want to begin with the book written by my mother and entitled *Yes, You Can Heather*. She wrote about how she raised me, how she educated me. I didn't realize it was so difficult for my parents to give me the proper education, but they never gave up. In fact, it was my family who helped me to create my STARS program.

My mother is a math teacher in the public school. I remember once when a mother came to her and she told her that her son needed a teacher to write the answers down on the paper for him, and my mother said *'no,'* and got very upset. You see, the mother's son did not have a disability; he just didn't want to write the answer on the paper! But his mother was making a big deal of this, and my mother, the teacher, was telling her, *'Look, I have a deaf daughter, and she knows how to write the answers on a piece of paper. I don't write the answers for her. So if she can do it, he can do it too, for he's not deaf.'* Well, the mother was still upset, so she talked with the principal, and the principal put that little boy into a different classroom with a different teacher so that the teacher could write the answer down. Unfortunately, that boy probably will never become a star, because he doesn't know how to take responsibility.

My family was told when I was little that I would never be able to have an education above the third grade level. I would never learn how to drive; I would never learn to speak. But here I am speaking to you now. My growing up was not quite that simple. It took me six years, for example, to say my last name correctly. I had to stay up late at night—like to twelve or one o'clock to catch up on my education with my hearing classmates, because hearing people learn vocabulary by listening to the teachers. To the contrary, I had to see the words and look up the definitions in the dictionary. That, of course, took more time. I'm sure when I return to college this Fall I will do the same thing, staying up till twelve or one o'clock and having to study more than any other hearing student. But that's the way it works for me. You see, I have to hear with my eyes.

So, being a star is really not easy. It takes work, like success doesn't just happen. We have to plan to make it happen. We have to take our responsibility to find our own path to overcome the obstacles. That is what life is about. I remember that sometimes I was screaming to the Lord saying *'Lord, why me,'* but God said, *'There is a reason for every problem. I'm here to teach you. I'm not going to make life easier because you would forget about me.'* I'm a very strong Christian and I

---

[1] *Heather Whitestone, former Miss Alabama and Miss America, was the very special guest for* ***Transition VI.***

believe God gives me problems to depend on Him more.

Before talking with you about the STARS program, let me first share some notes I took last night. I was thinking about how people should treat young people with disabilities and concluded that you should treat them the same way you treat others. Yes, they are different. But really, they are just like you—we have the same heart and we have the same mind. We can think like you and we can dream like you. And, we live in America where there are no limits to what we can achieve.

I was thinking about how people should treat young people with disabilities and concluded that you should treat them the same way you treat others. Yes, they are different. But really, they are just like you—we have the same heart and we have the same mind. We can think like you and we can dream like you.

I went to a private school for the deaf in St. Louis, Missouri. To me it was not just for deaf people. They taught me how to write; they taught me how to read; they taught me how to take my own notes; they taught me how to educate myself. I moved up two grades each year and by the time I was fourteen I went back to public high school. I was so amazed that most hearing high school students in my classroom did not even know how to write, or to take notes. And as for the reading level, my textbooks through high school were like *'a piece of cake!'* They were so easy to read, and I was really surprised because I thought hearing people were smarter than I. But they weren't. That is why I had great confidence when I went back to high school. I realized that I'm not really different from anybody else, and I can do anything. That is why I have a strong determination and I have a positive self-esteem. That's why I really believe everybody is the same. Everybody is a star. Everybody has the same heart and same mind.

The STARS Program

When I started competing for the Miss America pageant, I realized that I had to have a platform to speak for my country, so I told my family, *'You know, I really believe everybody has a dream, but how can I motivate them?'* And my family said, *'Well, it's just simple; they need to have a positive attitude, they need to have a dream, and they need an education. They need to have a willingness to work hard, face their problems, and have a support team.'* It was then that I started working on my STARS program, which now stands for *'Success Through Action and Realization of your dreamS.'*

I traveled all the time as Miss America. In the month of March alone, I traveled more than 20,000 miles. It was really stressful. Also, during my reign I only had one day off to myself each month. I suggest that you never try that—no, no, no! Of course, I met people every day and sometimes they gave me something. Here [she held up a crystal 5-point star], this is from a family who gave me this star crystal and it is very beautiful. I decided to use it when I give speeches now. STARS has five points, and so does this star—one, two, three, four, and five points.

Point One: Positive Attitude

The first point is that you have got to have a *positive attitude*. To me, a negative attitude can be the worst handicap in the whole world. Really, it is my negative attitude that can prevent me from being successful—not my deafness. Maybe you have heard of the saying that *'There is a little difference in each of us; but that little difference can make a big difference. The little difference is attitude; the big difference is either positive or negative.'* Well, I agree with that message 100

percent! That is why I believe that everybody has got to have a positive attitude, because if you believe that you can do it, then you show it to other people—if they want to give you a chance to achieve.

Point Two: A Dream

The second point is to have a dream. Sometimes we know our dreams, yet sometimes we don't know them. For my first three years of college, for example, I was determined to be an accountant, but I am now changing my major from accounting to business administration. So, its ok. if you don't always know your true dreams . . . I look at the stars at night and I notice that every star is different—every star! It is wonderful because to me if all the stars looked the same, I don't think it would be interesting to look at the stars in heaven. But it is great that all the stars look different. At the same time, I notice that they all need one thing—they really do—they need light to shine through! The same thing is true of us. Everyone of us needs education to help us shine our dreams! And that is why I believe education should be one of our dreams.

So, being a star is really not easy. It takes work, like success doesn't just happen. We have to plan to make it happen. We have to take our responsibility to find our own path to overcome the obstacles.

Point Three: Work Hard

The third point is a willingness to work hard. I wish there were free rides, then we wouldn't have to work hard. I am so glad you saw my Miss America dance routine this morning. You know, I danced for two years for five days a week, for two or three hours every day, and did so every day! Well, it was boring and frustrating. I must tell you (I hate to do this) but think about it— it's like you doing the very same homework day after day after day. The same papers over and over and over!

You see, the song I danced to only lasted for two and a half minutes. So, one day I was driving to the dance studio and I was saying to the Lord, *'Lord, I love ballet; I love Jesus, but I'm tired of doing the same stuff over and over! I want to go home!'* But the Lord spoke deep down in my heart *'Heather, I tell you it's worth it even though you may not realize it right now,'* and I'm asking the Lord *'is it really worth it?'* I mean, *'What if I don't win Miss Alabama. Like, nobody is going to see my dance. Well, maybe a small audience, but why should I dance so long for such a small group? I know I have so many other things to do!'* He said, *'Trust me! Just go on; it will pay off well.'* So I did, and I went to the dance studio every single day and continued with my work.

I never expected to win Miss Alabama. It was my third try when I won. I then went on to win Miss America and I could not believe it! I was shocked! There were so many outstanding women at the pageant. I realized then that God had a greater plan for me, even though I had to work hard to make this dream come true. It was not just the pageant, you see. Later, I danced on national television with Cathy Lee Gifford's Christmas song. I also had a great opportunity to perform at the Crystal Cathedral Church in California, and what a marvelous church it is! Rather than going to them they came to me and said, *'Heather, we want you to be our guest and dance as a solo part at the Cathedral's Christmas pageant.'* Again, I'm so glad I had worked so hard and that everybody saw my hard work. I really do believe that we have to work hard. In my view, there is no excuse for anybody to not work hard!

Point Four: Face Your Problems

The fourth point is to face your problems. I am now a board member of the Helen Keller Research Foundation. It is so exciting for me, because I have known Helen Keller—she was such an inspiration. As you know, she was both deaf and blind and was from Alabama. She inspired me when I was a child. I read a book about her when I was in the fourth grade. I was the only deaf student in the public school. I didn't know there were other persons who had the same problem I was having, so she became my role model at that time. She said, *'Face your problems, but don't let them master you; let them teach you patience, sweetness, and kindness, because you never know what miracles you will bring into other peoples' lives, or in your life.'* She really said it best, didn't she?

Well, this year I have a lot of problems to take care of. When I was Miss America, I was always positive, but it doesn't mean I didn't have problems. You see, before I became Miss America I spoke to groups very little. However, when I became Miss America I became a 'national' spokesperson for my STARS program. It's kind of like you make a big jump all at once; like you're in first grade today and you skip all the way to college tomorrow!

When I gave up my title, the Miss America office no longer worked for me, because they had to take care of another new Miss America. Therefore, I had to take care of my own business. I had to become like a CEO for my company, even though I really don't call myself one. I'm just trying to give you an example of what it is like to run your own business. I was going crazy for the first four months. Like, it was the biggest crisis I have ever faced in my life. I was truly scared because I was not sure what my life would be like in the future. So, I asked myself, *'how can I master my situation?'*

You see, people from all over the country were still calling me, yet I no longer had a secretary. Since I had no experience, I asked other people to help me with my appearances, with my schedules, and with my money. Well, I had to hire someone from Washington Speakers Bureau to help me with my speaking engagements. *'I need your help'* I said, *'because I don't have the experience to handle making all of these speaking engagements.'* So they began to take care of the problems for me. I then had an entertainment agent to help me by taking care of other career matters. My whole point is that I have had to face my problems. Again, it was the biggest problems I've ever faced. But I knew I had to have a positive attitude, so I said *'OK, I can do it, and I will master it.'*

> ***The teachers who taught me how to speak and who gave me an education, and my family—they all brought a lot of miracles into my life. It wasn't me who won Miss America; it's the people who took their time (and made the time) to help me to become a star.***

Let me now give you another example. When I had my interview with the judges at my first local pageant, it took me twelve minutes to get used to other peoples' lips, yet I only had seven minutes to meet and talk with them. When I entered the room I said, *'Hello, I'm Heather Whitestone and I'm contestant number 17,'* and that's all! They knew something was wrong with me because I kept pretending I understood them. I can tell you it was not very good. I didn't win. I went home and I told my family, *'I know why I didn't win. It was because of my deafness.'* And my family said, *'No, it was not your deafness.'* They then saw the videotape of my interview and said, *'It is how you master your situation, Heather.'* And I got mad at them, and said, *'You are supposed to be on my side'* and they said, *'No, we want to tell you that you needed to educate these people on how to communicate with you. You need to educate them, because they don't understand what it is like to be deaf. The judges didn't understand that they had to look at you when they asked you questions,*

so it was your responsibility, not their responsibility.' So, the second pageant I entered I walked into the room and I said to the judges *'I'm deaf, but I don't see it as an obstacle. I see it as an opportunity for creative ideas. So all you need to do is look at me directly and talk slowly so that I can read your lips, and if I still don't understand you just write the question on a piece of paper—that's it!'* Well, they were so impressed and appreciated my honesty, because I took the responsibility to educate them. They loved it. So we had a great interview. As a matter of fact, it remains my favorite interview, not my Miss America Interview.

Helen Keller said it best, "Face your problems but master them, let them teach you patience and sweetness because you never know what miracles you will bring into other people's lives or into your own." As for me, I never thought I would help to tear the barriers down about disability, or at least some of the barriers. I remember that during one of my earlier pageant years there was a lady in the audience who was watching the Miss Alabama event. I didn't win, but later I received her letter. She said *'I wanted you to know that there was a deaf man that came to my office looking for a job and I didn't know what to do—until I saw you on stage and watched how you mastered your situations, how you overcame your problems. I really admired you, so I decided to hire him.'*

Nobody can be a star without a support team, not even President Clinton. We all get discouraged and it is perfectly natural to do so. That's when we need other people to remind us that we can do anything. It can be parents, the teacher, the church, anybody else who has an impact in other peoples' lives.

The same thing with you. I'm sure you already have brought miracles into other peoples' lives, or in your own life. The teachers who taught me how to speak and who gave me an education, and my family—they all brought a lot of miracles into my life. It wasn't me who won Miss America; it's the people who took their time (and made the time) to help me to become a star. That's the kind of miracles they brought into my life, by becoming Miss America. So it is really neat! It's fun to make a difference in other peoples' lives even though it is sometimes stressful.

Point Five: Have a Support Team

The fifth point is to have a support team. You see, nobody can be a star without a support team, not even President Clinton. No one can! We all get discouraged and it is perfectly natural to do so. That's when we need other people to remind us that we can do anything. It can be parents, the teacher, the church, anybody else who has an impact in other peoples' lives. I believe the parents and the teachers are the strongest members of the support team for the young people. It isn't really me, or any other young person; it is the young people's parents and teachers who make the big difference in their lives.

I know that today young people don't respect older people, and that disappoints me. I can understand what they are going through—they want to be independent as much as they can, but at the same time they have to realize that 'no one,' 'no one,' can be successful without the advice of other people who have been through what they are now going through. So that is what I am trying to explain to young people today. It is like a quarter. And I ask you, *'What do you see?'* and you say *'a quarter.'* And I say *'yes, I see a quarter too, but what do you really see?'* And you say, *'I see a head.'* I say, *'No, I see an eagle.'* And you say *'Head,'* and I say *'Eagle'*; you say, *'Head!'* I say, *'Eagle!'* And, we argue back and forth, and so I ask, *'OK, instead of me arguing with you why do you see a head?'* You see, I want to challenge you, and you turn the quarter around and you

show me the head. And then I say, *'Oh, now I know why.'* That is what I am trying to explain to young people. Don't ever give up. Just listen to older people; they have wisdom. They may have better advice for you than any other young people.

Well, the journey I have shared with you this morning has been about my STARS program, which is to have a positive attitude, to have a dream, to have a willingness to work hard, to face your problems, and to have a support team. As a profoundly deaf woman, my experiences have shown me that the impossible is indeed *possible*. It is our responsibility to overcome the barriers which prevent us from reaching our dreams. And, I believe the STAR's five points can help in reaching for those dreams. Remember, *Success Through Action and Realization of your dreamS.*

Well, the journey I have shared with you this morning has been about my STARS program, which is to have a positive attitude, to have a dream, to have a willingness to work hard, to face your problems, and to have a support team. As a profoundly deaf woman, my experiences have shown me that the impossible is indeed possible.

Pell City School System's Community Transition Team Model

Deloris Frasier [1]

During the past several years, there has been a growing awareness that when students with disabilities leave school, either by graduating, "ageing out", or dropping out, they are frequently unprepared to function effectively as adults in their communities. Employment statistics show unequivocally that many young adults with disabilities are dramatically unemployed or underemployed. These young adults often experience additional difficulties with other aspects of their community adjustment, including inappropriate living conditions, inadequate financial resources, restricted opportunities for post-secondary education, limited opportunities for leisure activities, difficulties with transportation, and inadequate health care. Furthermore, they often experience a myriad of personal and social problems ranging from being victimized to experiencing strong feelings of loneliness that stem from the lack of a well structured and satisfying social network.

In order to improve the community adjustment of school leavers with disabilities, an initiative emerged through the Pell City School System which focuses on improvements in both secondary special education and adult service agencies, in order to ease the transition from school into the community. This initiative has resulted in the formation of *'transition teams,'* located in our community.

> ***The purpose of this [community transition] team is to discover and implement new and better ways of providing secondary special education and transition services so that the unfortunate outcomes described above can be improved. . . . the essence of transition teams is that they function at the local level, taking advantage of the unique strengths of their own communities while working to solve common problems.***

Purpose

The purpose of our transition team is to discover and implement new and better ways of providing secondary special education and transition services so that the unfortunate outcomes described above can be improved. Although our team is often supported with both funds and technical assistance from a sponsoring agency, the essence of transition teams is that they function at the local level, taking advantage of the unique strengths of their own communities while working to solve common problems. The procedures and materials described below have been used and elevated since 1985 throughout the state of Oregon. Several other states have also used the system on a trial basis, including Washington, Nevada, Texas, and New South Wales in Australia. Many other states have expressed an interest in the model, which is known as the *Community Transition Team Model* (CTTM).

The team leader is one of the two primary people who are needed in order for the CTTM to work well. The other key person is a facilitator from the sponsoring agency who provides technical assistance and support to the team leader. There is also a third "silent partner" that provides support to the team leader and the facilitator. This third partner is a computerized management information system that has been developed specifically to support the implementation of the CTTM.

---

[1] ***Deloris Frasier**, Special Education Coordinator, 25 12th Street South, Pell City, AL 35125, 334-884-4440.*

In the summer of 1994, a long range planning effort was begun here in Pell City to improve the quality of transition services for young adults with disabilities. Several studies were taken including an intensive survey of secondary special education and transition services throughout the city, in order to lay a foundation for the articulation of new policy and procedures that would lead to the improvement of services. The findings of these studies indicated important service gaps in five basic areas: (1) curriculum and instruction; (2) mainstreaming and coordination; (3) documentation of educational outcomes; (4) transition services and programs; and (5) adult services and community resources. The specific problems identified in each of these areas served as and important foundation for development of public interest in a program that would be designed to improve secondary special education and transition services.

Team Development

Phase One

Team building began with a contact by a facilitator from the sponsoring agency to a key person in our system. Using a suggested list of representative positions to be included on a transition team, a preliminary group of team members were identified and an initial meeting was held during which an overview of the project was provided and the commitment needed from team members were discussed. Team building then became an ongoing process in which the members were able to examine the local community regularly to determine who was needed in order to adequately represent the community. The phases for development are briefly presented below.

Phase Two

By the second or third meeting, we were ready to implement the next phase of the model, needs assessment, in order to determine priorities for program improvement during the upcoming year. First, the team members completed an assessment instrument which included 38 general standards in six areas of (1) curriculum and instruction, (2) coordination and mainstreaming, (3) transition, (4) documentation, (5) administration support, and (6) adult services and community resources. Standards were rated on two dimensions-value and current status-from the perspective of local team members. Ratings were then complied to determine which standards were most critical for our community that have yet to be achieved.

Phase Three

Once the needs assessment was completed and the top priorities were identified, program planning began. This culminated with the development of an annual plan which we immediately submitted to the sponsoring agency. This plan specifies our objectives, tasks, timelines, persons responsible, and a budget that relates to the priority standards the team wish to address.

Phase Four

The fourth major phase in the model is program implementation. Following our school-year calendar, teams typically began to implement their plan to start and continue to follow the specified work plan and timelines through the end of the year. Each team also determines the best procedure for program implementation in our locality. Some teams prefer to work through subcommittees, while others prefer to work as an entire team. The annual plan is monitored throughout the year to

determine: (1) whether or not the objectives and tasks are being met according to plan; and (2) whether the specified objectives and tasks are sufficient as written or need modification.

Phase Five

The fifth and final phase is program evaluation. At the end of the year, the plan is evaluated with respect to impact and outcomes. A year-end report is developed to assist teams with these efforts. In addition to evaluating impact, the year-end report process also helps teams to reassess their needs. Sometimes this results in a decision to continue addressing the same standards that were identified as priorities during the past year. Other times a team may decide to select new standards to receive attention during the next year of effort.

As this brief discussion indicates, the *Community Transition Team Model* is meant to provide an ongoing organizational structure for helping local communities to improve their secondary special education and transition services for students with disabilities. Although the model is highly structured in terms of its procedures, the specific content to be included in each annual plan is left entirely to the discretion of each local team. In other words, the essence of the model is to provide administrative support for local team control.

Summary

The *Community Transition Team Model* (CTTM) provides both administrative agencies, such as state departments of education, and local communities with a powerful approach for systematically improving secondary education and transition programs for students with disabilities. The model has been developed, implemented and revised in Oregon since 1984, and is currently being replicated in several other states as well. There are a few principals that have influenced the development of the CTTM, including the following:

1. The model must be guided by a set of program standards which provide a rationale for change and a set of targets for guiding change.

2. The model must be implemented through a set of efficient and effective procedures which provide structure for the program improvement efforts of diverse stakeholders in local communities. The stakeholders include people with disabilities and their families, school personnel, adult agency personnel, and members of the general public such as employers.

3. The model must be supported by the provision of training and technical assistance to those who are responsible for implementing the model in local communities.

4. The model must be documented with concise and effective materials, so the program improvement efforts can be replicated efficiently and effectively.

Again, there are five stages of implementation within the *Community Transition Team Model*: (1) team building; (2) needs assessment; (3) program planning; (4) program implementation; and (5) program evaluation, followed by repeating the cycle.

Alabama's MH/MR Service Coordinators in Transition

Billy Ray Stokes[1]

A multi-agency model project for transitioning secondary education students in special education who have developmental disabilities was first implemented October, 1993. Primary goals of this program include reduction in the dropout rate and movement of students from the school environment into competitive/supported employment. This collaborative pilot project involves the Department of Education, the Department of Rehabilitation Services, the Department of Mental Health and Mental Retardation, and the Alabama Developmental Disabilities Planning Council. During the 1993-94 school year, five pilot transition models were developed and are located in Baldwin County, Decatur city, Dothan city, Jefferson County and Tuscaloosa County. The uniqueness of this model is the service coordination (case management) piece furnished by the Department of Mental Health and Mental Retardation, and the Alabama Developmental Disabilities Planning Council.

The transition model employed by MR/MH is a partnership between provider services, communities, and people with disabilities and their families. It begins with the premise that there is a place for everyone to live and work within their community. The goal of this transition model is for students to move from school directly into integrated, competitive community-based employment and to reduce the dropout rate.

The Need

In Alabama, youth with disabilities face an uncertain future when they exit the public school system. Nationally, 30% of students with developmental disabilities dropout before graduating high school. Once students with developmental disabilities drop out of school, they have very limited work options and the cost that Alabama pays for joblessness and dependence is high and continues to rise. Students often lose skills and valuable time waiting at home for available day activity/day training openings, and employment evaluations.

Transition

The transition model employed by MR/MH is a partnership between provider services, communities, and people with disabilities and their families. It begins with the premise that there is a place for everyone to live and work within their community. The goal of this transition model is for students to move from school directly into integrated, competitive community-based employment and to reduce the dropout rate. Service coordination will hopefully facilitate this effort. As Service Coordinators assist more individuals to enter the work force upon exiting school, demand for day activity and sheltered workshops will decrease, and resources within those centers can be shifted to supported employment, supported living, and service coordination efforts.

---

[1] *This paper was delivered at Transition V when Dr. Billy Ray Stokes was Associate Commissioner for the Office of Mental Retardation, Alabama Department of Mental Health and Mental Retardation, PO Box 3710, Montgomery, AL 36109-0710.*

The Process

Each project hired a Service Coordinator who was trained by the Department of Mental Health and Mental Retardation and funded through the Alabama Developmental Disabilities Planning Council. This Service Coordinator is responsible for a caseload of approximately thirty students. In the designated pilot sites, students with developmental disabilities are referred to a Service Coordinator. Project participants are then chosen through an interagency effort and enrolled.

The coordinator's unique position serves as a "link" between many agencies. This resource individual is in a position to know "what is out there" and how to access services. Cross-training and interagency cooperation also play vital roles in effectively promoting and expanding the movement from school to a quality adult life that includes participation in employment, community integration, and independent living.

Some students with severe developmental disabilities may require the development of unique or specialized employment. They may also require more training and monitoring to stabilize and maintain job security than their less disabled peers. Job coaching, for as long as it is needed, helps to insure that these students do not fall through the cracks in the system, or remain unproductive at home or in inappropriate placements.

Service Coordination

The Alabama Developmental Disabilities Planning Council funded the service coordination piece of the model project for the first year, and the Department of Mental Health and Mental Retardation has agreed to pick up this component during the second year. The Service Coordinator works with the students and families and all service providers. Service Coordination includes the brokering of services and facilitation of both short-term and long-term goals of the student, identification and accessing existing community support services, networking and coordinating with the family on information and referrals, and arranging for assessments. This individual becomes a bridge between service provider systems identifying, analyzing and networking to find solutions to system barriers, whether it be accessing transportation, locating affordable housing, exploring employment options, or acting as an advocate on behalf of the student.

Preliminary Data

After the completion of the first multi-agency model transition project, survey information was collected on a total of 120 participants in the Baldwin County, Decatur city, Jefferson County and Tuscaloosa County projects. The following data was revealed:

- Seventy-five male and 45 female participants averaging 18 years of age were enrolled in the four Transition programs. An overview of these young adults reveals that 57% are currently enrolled in school, 27% graduated with a certificate, and 16% moved from the area or dropped out of the public school system.

- Reasons for dropouts include four categories: Accident or illness (20%), quit (30%), expulsion or withdrawal (20%), and pregnancy (30%). The high ratio of teen pregnancies that contributed to this dropout rate is of particular concern as it is likely to impact future employment and support needs for these young women. Service Coordinators were able to re-enroll some students who had dropped out prior to the project, as well as some who dropped out, were expelled, or withdrawn during the project year. This brings the total

number of dropouts down from fifteen to twelve. These results indicate that in a relatively short period of time this project has had a substantial positive impact on the high school drop out rate.

- During the first year, many students experienced employment in temporary summer positions, others were hired and then dismissed, laid off, or quit. At the close of the year, fifteen (20%) of the in-school students are working part-time and one is employed on a full-time basis. None of the nineteen students who comprise the DROPOUT or MOVED group is working full-time, and only two are employed in part-time jobs. Thirty-one students graduated with a certificate and of these young adults, 10 are employed full-time and another five are working on a part-time basis.

- The average rate of pay in all four projects is at (or above) the minimum wage level. In the Baldwin county project, for example, data on students who graduated with a certificate show that nine of the ten individuals are employed. These young adults are receiving company benefits and higher wages than those in the other projects. Baldwin County's rate of pay averages an impressive $4.65 an hour and Jefferson County follows with a $4.39 per hour average. Employment categories for young adults who have exited school are divided into five categories: retail sales, the food industry, janitorial services, landscape services, and general assistant positions. The food industry is the leading employer of transitioning youth. Examples of these positions include frozen fish packer, restaurant cook, bus boy, and pizza maker.

Summary of Positive Changes

1. An increase in parent participation at IEP meetings.

2. Participating school systems have seen a greater student retention and high school graduation rate.

3. Department of Mental Health and Mental Retardation providers indicate an earlier identification of those students who will require their services. This in turn allows for better planning strategies to be developed in advance to meet those specific needs.

4. School personnel acknowledge that having a Service Coordinator located within the school assists them in meeting the holistic needs of each individual student. Service Coordinators are able to network and broker for services in a knowledgeable and timely manner freeing educators from time away from classroom duties. Examples: SSI referral, obtaining food stamps, assistance in obtaining prenatal care and in accessing augmentative communication devices.

5. Pre and post tests demonstrate an increase in positive parental attitudes toward competitive employment during this first Transition year.

Auburn's High School Cafe Business

Ginger Hughes [1]

Cafe AHS is an in-school small business involving eight students who had a moderate level of mental retardation, were of the ages 14-18, and were enrolled at Auburn High School. The purpose of this enterprise is to involve these students in the basics of business. This on campus business venture provides them with basic restaurant skills, such as taking food orders, buying food, cooking, serving, counting money, learning banking skills, relating to employees, and dealing with customers. This simulated small business creates the environment for developing transition skills.

Prior to *Cafe AHS*, the students had been involved for three years in a food preparation class in cooperation with the Home Economics teacher. During this time period, we had been cooking and serving the prepared food to 'select' faculty and staff members. At the beginning of the 1995-96 school year, we began discussing the idea of expanding this learning experience to simulate a small business environment and to provide job experience, in order to help the students transition into similar jobs in the community.

The purpose of this enterprise is to involve these students in the basics of business. This on campus business venture provides them with basic restaurant skills, such as taking food orders, buying food, cooking, serving, counting money, learning banking skills, relating to employees, and dealing with customers. This simulated small business creates the environment for developing transition skills.

The Beginnings of Cafe AHS

A detail proposal was prepared and presented to the school administration outlining the *'Cafe's'* purpose, the intended customers, the job skills to be acquired, the plan for money management and distribution, and rules of business. The administration was very supportive and even offered some start-up money. The start-up expenses included $100 for food, $75 for serving items, and $68 for miscellaneous items. The items purchased in the beginning included food ingredients, coffee thermos, styrofoam cups, stirrers, coffee maker, napkin holders, paper products, logo stamp and pad, and T-shirts displaying the CAFE AHS logo.

A letter then was sent to all teachers and staff announcing the grand opening of *Cafe AHS*. Enclosed in the letter was a brochure describing the weekly schedule for serving, how and when to order food, and the cost of the food items. The menu would always include a pastry, coffee, or juice. Some of the common food items served during the school year has been cinnamon twists, cheese biscuits, coffee cake, muffins, pigs-in-a-blanket, cinnamon bites, sausage balls, and red velvet cake.

Forms were developed for taking and tallying orders, and managing money. These forms provided organization and consistency of tasks, which made it easier for the students to be involved and to teach them organizational skills and insure accuracy of the orders.

Some of the job skills and tasks learned during this period also included the use of the copying machine in duplicating forms, placing forms in envelopes and placing these into each staff member's

---

[1] ***Ginger Hughes**, Special Education Teacher, Auburn High School, Auburn, AL 36830*

box, tallying orders, and estimating food quantities. Trips to the grocery store to purchase food provided many new experiences for the students while preparing a large quantity of food. The students even participated in the writing of the *Cafe AHS* check to the grocery store.

Cafe AHS in Full Operation

Finally, the time for the food preparation and presentation arrived. The students learned how to use the oven and the stove in preparing the food. Mixing ingredients and cooking times were important in preparing a quality product. Two serving carts were obtained and prepared in on organized fashion to roll the food and drinks around to the eight buildings making up Auburn High School. The carts had to be organized to look nice, but also safely manage the food to prevent spills. We then had to clean-up after all the orders had been filled. During this phase, the students learned skills in the washing of both dishes and clothes.

The students were slightly nervous in the beginning, but since then have developed relationships with teachers that they would have not normally come in contact. They have learned to relate better with adults as a result of this business venture.

A bank account was established for money management. The students and I went to the bank to open the account and were cordially welcomed by the bank. We have made deposits in the bank every two weeks with the students rotating in counting the money, preparing the deposit slip, and making the deposit at the bank.

Approximately one-half of the faculty and staff participate in *Cafe AHS*, and most of them do so with standing orders. The students were slightly nervous in the beginning, but since then have developed relationships with teachers that they would have not normally come in contact. They have learned to relate better with adults as a result of this business venture.

The profit from the *Cafe AHS* has been used to purchase other needed serving items and a few special treats for the students. For example, we have been to a pizza restaurant and purchased ice-cream sundaes. We also have purchased a camera for our classroom for capturing our classroom memories. In addition, we purchased Christmas ornaments for our "Best Buddies" in one of the city's elementary schools.

Summary

Again, *Cafe AHS* is an in-school, simulated small business, the purpose of which is to involve students in the basics of business. This business venture provides the students with many functional skills, such as taking food orders, buying food, cooking, serving, counting money, learning banking skills, relating to employees, and dealing with customers.

This school enterprise has required help and cooperation from some special teachers and staff in the school system. The Special Education Coordinator from the central office and Home Economics teacher, Art teacher, Industrial Arts teacher, and the Commercial Business teacher of Auburn High School were all instrumental in the success of this program.

Futures Unlimited: Person Centered Planning, Personal Growth, and Life Outcomes

Linda M. Nutt and Vicki Hicks Turnage[1]

Futures Unlimited has experienced tremendous success and growth in the pursuit of its goals over the past two and a half years. The project was funded to develop a transagency model for transitioning adolescents with disabilities into adulthood. The need for the development of such an approach was apparent to professionals who worked with school aged youth and young adults. This need is evidenced by (a) teens who completed school with no life goals or plan; (b) young adults with limited independent living skills who hoped to move into their own residence separate from their family, yet required intensive support and skill training in basic life areas; and (c) a growing number of young people whose names were put on a waiting list hoping for a quick vacancy at the local adult training center, day activity program, or sheltered workshop. Many youth and young adults seemed ill prepared to assume an adult role in most of the major life areas within their community. Sadly, too many of the region's youth did not seem to have much to look forward to in life.

Futures Unlimited has experienced tremendous success and growth in the pursuit of its goals over the past two and a half years. The project was funded to develop a transagency model for transitioning adolescents with disabilities into adulthood.

Target Population

Community meetings were convened of parents, teens with disabilities, special education teachers from all types of classroom settings, and representatives of various agencies. By consensus, these interested community members agreed that the individuals they felt were the least prepared to find a high quality lifestyle as young adults were individuals with severe cognitive difficulties. It was commonly believed that if a way of redirecting them toward meaningful, productive lives was developed, the process could be easily used to work with youth with less severe disabilities. The ages of 13 through 22 were ultimately identified as the age span for inclusion in the project.

The participants were randomly selected from those who indicated an interest in receiving the service. The individuals were initially solicited by letter from each of the respective schools' officials. All the youth and families approached in Walker County became involved in the project. During the second year of the project, eligibility was expanded somewhat in Tuscaloosa to include a small group of students (N=6) who had previously dropped out of school, as well as other youngsters who had been receiving services through the regional office of Community Services of the Division of Mental Retardation. Over the course of the project, with operations in two counties, the youth served are indicated in Table 1:

---

[1] ***Linda Nutt**, Transition Specialist, LMN Enterprises, Inc., PO Box 451, Northport, AL 35476; and **Vicki Hicks Turnage**, Director, Community Services Region II , Department of Mental Health, PO Box 1730, Tuscaloosa, AL 35403*

Table 1
Vital Statistics of Project Youth (n = 61)

AGE	FREQ.	%	CUM. %
12-15	7	11.5	11.5
16-18	24	39.3	50.8
19-22	30	49.2	100.0

Goals and Strategies

The goals and strategies of the Project were broad and comprehensive. Specifically, the goal were to:

1. *Develop employment opportunities using natural supports strategies:*

    a. Exploring how natural supports are created in work places
    b. Assisting youth and their families explore employment options so they could choose and plan for a specific employment outcome after leaving school
    c. Facilitate a paid work experience for all youth who desired employment (permanent or temporary)
    d. Assist the teen's movement into permanent employment upon completion of school, using existing resources.
    e. Disseminate transition and employment related information to professionals, families, individuals and others

2. *Develop an enhanced individualized transition planning process*

    a. Create a person-centered planning process which builds on the individuals abilities and desires
    b. Assist the teen and family members articulate life goals from a holistic perspective

3. *Coordinate services and community resources*

    a. Facilitate the creation of a Community Interagency Transition Council
    b. Assist the individual and family in learning how to access, create, and coordinate services for themselves

4. *Disseminate project outcomes*

    a. Replicate model in Walker County

Progress

Employment Opportunities

A major goal of the project was to provide at least one paid work experience to all youth who had the desire to work. Futures Unlimited cultivated summer work experiences for students in

Tuscaloosa both summers of the project and one summer in Walker County. All together, project teens worked in 22 different positions over the course of the two summers. Half of the teens were absorbed into the workplace with natural supports. The other half of the workers functioned as mobile work crew team members who were assisted by a job coach. Whether helping preparing a young person for their first permanent job, or a short term summer job, we found we could capitalize on existing supports in the workplace. The youth tended to present themselves naturally, depending upon the employers', supervisors', and coworkers' attitudes.

Natural supports were identified for the youth who worked during the summer months by discussing, in detail, the student's work habits, skills, and experiences with the employer when the job match was being made. Specific information about the student was gained by requesting that the student's teacher and others who had contact with the youth in structured, goal oriented situations complete a simple evaluation sheet about the young person. This information was summarized and shared with the employer to ensure the student was placed in a job that he or she could perform. This approach was used successfully in day care, year work, manufacturing, and janitorial settings in both counties.

The summer work experience, although short term in nature, has emerged as an important opportunity for the youth to try out different jobs while forming an opinion about what they would like to do with their time as adults. The success of these individuals in work roles has changed the expectations of the students and families about what options are available to the youth in the world-of-work.

A major goal of the project was to provide at least one paid work experience to all youths who had the desire to work. Futures Unlimited cultivated summer work experiences for students in Tuscaloosa both summers of the project and one summer in Walker County. All together, project teens worked in 22 different positions over the course of the two summers. Half of the teens were absorbed into the workplace with natural supports. The other half of the workers functioned as mobile work crew team members who were assisted by a job coach.

Only 28% of the project participants were potential candidates for employment during the project. Of these 16 individuals, 12 graduated and 4 had previously dropped out of school before completion. Only one student dropped out while receiving services from Futures Unlimited. The overwhelming majority of students (66%) are still enrolled in school.

Individualized Transition Planning Process

A person-centered, comprehensive life planning process was developed and refined during the project. Initial efforts were modeled after the Personal Futures Planning approach developed by Dr. Beth Mount. Ultimately, we developed a series of questions which encourage the youth and their families to discuss their current lifestyles and dreams for each of their futures. This information provides the detailed information needed for the Service Coordinator to assist them in articulating a life plan, and plan of action, which is documented in an annual Service Plan. This process has since been adopted by the Department of Mental Health and Mental Retardation, Division of Mental Retardation, as part of the sanctioned approach to providing service coordination by DMH/MR employees and contracted entities. This approach yields a considerable amount of information about the young person and the type of life he or she hopes to have as an adult.

Coordination of Services and Community Resources

A Tuscaloosa County Interagency Transition Council was formed at the beginning of the project. This group of interested agency representatives advised and assisted us in becoming more knowledgeable about available services and how they could support the youngsters in achieving their long-term life goals. The Service Coordinator served to link the youth and their families with resources that would help them achieve their life goals. To meet the Division of Mental Retardation's Case Management Standards, an annual Service Plan was developed. This provided the opportunity for the youth, his or her family, other professionals, and other individuals interested in seeing the youth have a successful, happy adulthood gather to hear about the life goals of the young person. From the goals, strategies were plotted to assist the young person in achieving the goals. This provided an opportunity for sometimes very diverse groups of people to come together to share ideas, solve problems, and express interest in the youth.

Disseminate Project Outcomes

Futures Unlimited was successfully replicated in Walker county in 1993, with the help of the Walker County School System. The Service Coordinator was housed in Cordova High School until recently when she moved to the new 310 Mental Retardation Authority offices. The residents of Walker County are an energetic group of young people, parents, and community providers who have an established pattern of working together for the benefit of the young people of the community.

Project Outcomes

Six youth have successfully found permanent employment with the help of an employment specialist during the Futures Unlimited Transition Project. Half of these workers required more than 4 weeks of job coaching assistance; the other half needed 4 weeks of less job coaching help. Since their original placement, one worker has quit and decided to stay at home and another young worker was fired. The young man who was fired seems to have learned a lesson from the experience and is now successfully employed with another business in town. Each of these workers is visited at their place of work monthly by an individual providing long-term follow along support. These individuals are available to offer support to the worker and the employer to ensure the employee maintains good work performance and the employer has a person to show he or she can communicate concerns. As a result, employer satisfaction is high.

Three young people were referred to and are receiving either community-based activities or day activity type program services. Each of these individuals has severe or profound mental retardation and presents some of the most difficult challenges to service providers and families.

The employers of the summer youth workers were also contacted to determine their satisfaction with the youth workers' job performance over the summer. All have expressed a high level of satisfaction with the youth workers. In fact, two Tuscaloosa businesses have hired Futures Unlimited summer youth workers two summers in a row.

We found that early exposure to opportunities, choice making, and long-term planning are changing the teen's and their parent's expectations about their lives as young adults. A comparison of all the project teen's occupational expectations to those of the youth who have graduated or dropped out of school reveals that an increasing number (70%) expect to work in the community as adults. After each annual Service Plan is developed, the parents and teen were surveyed to determine their level of satisfaction with Futures Unlimited's services and suggestions for improvement. Overall, the level of student and parent satisfaction is high.

Reflections

Without question, Futures Unlimited has had an impact upon the lives of the youth it serves by exposing them to a variety of life options and helping them explore the options. Entry into the workplace using only natural supports has been proven to work with individuals with moderate and severe cognitive disabilities on a short-term basis, but remains an elusive goal as a long-term job placement strategy. While this approach has gained acceptance, at least in theory by employment specialists, its application in the workplace is slow. This appears to be due to several factors.

First, there are a limited number of employers who have the attitude, the determination to "make it work," and the capacity to absorb the additional expenses of having an employee reduce his or her output somewhat over time while helping the young worker learn his or her job. Additionally, successful placement of individuals in jobs with natural supports is still a new idea that has yet to be applied on a wide scale basis by employment specialists. These specialists feel the pressure of needing to make a set number of successful placements every year to satisfy their funding agencies' requirements. Thus, although the employment specialists are not opposed to using the natural support method of job support, these competing pressures seem to impede the use of natural supports as a first choice in supported work placements.

Potential young workers still often face a wait in gaining the employment placement help they need when they are ready to enter the work force. Neither the work placement program at the vocational school nor any of the local supported employment organizations routinely assists individuals with more severe cognitive disabilities, as most of these young workers have, in securing permanent jobs in the community. Employment assistance which specifically targets developing work opportunities for individuals with more severe cognitive disabilities is needed. A successful effort of this type will require relaxation of placement quotas to accommodate the intensity of the process and ongoing organizational support for the specialized job placement approaches which would be developed and tested over time.

We found the majority of project teens aspire to have lifestyles similar to their siblings and parents. That is, they want jobs in the community earning a decent wage, they want to make decisions about their lives, and they want to continue to maintain their relationships with friends and increase their friendships with new people. These young people know they need help in coordinating all the different elements required to create the lifestyle they want. They also recognize that things are going to be somewhat more difficult for them than their siblings and parents because they have to work hard to learn new things.

We found the majority of project teens aspire to have lifestyles similar to their siblings and parents. That is, they want jobs in the community earning a decent wage, they want to make decisions about their lives, and they want to continue to maintain their relationships with friends and increase their friendships with new people. These young people know they need help in coordinating all the different elements required to create the lifestyle they want. They also recognize that things are going to be somewhat more difficult for them than their siblings and parents because they have to work hard to learn new things.

It was the hope of the Futures Unlimited staff that the youth who had dropped out of school would embrace a more productive lifestyle resulting from the person centered life planning process.

Our observation has been that this approach has served to assist the youth gain an understanding of their life options and consequences. Instead of seeing them embrace productivity, for example, we observed that these youth became somewhat more thoughtful about their actions and the ramifications associated with their behavior. The result was to introduce a level of stability into their lives that was previously not there, with a reduction in contact with enforcement type agencies like Juvenile Court. This group's behaviors and choices paint a compelling picture of the importance of providing meaningful learning opportunities by schools for every student. It also underscores the necessity of helping every young person, and his or her family, chart and build a life path for the youth while the youth finds going to school to be a positive experience.

Many parent's lifestyle expectations for their children changed over the term of the project. This change is most likely attributed to the successful temporary work experiences while the youngster was still a student; having a life plan developed for their child; being fully involved in the planning and initiating action process; receiving information through parent training meetings and/or Futures Unlimited newsletters; and knowing that support is available from the Service Coordinator as desired by the parent.

We found that many of the youth and their families had already developed somewhat hardened attitudes about the future and its opportunities for the youth by the time the youth were age 16. The difference between the very young teens of 13 and their families in terms of their expectations, interests, and sense of being in control of their lives is observably different from those of teens who are 16, 18, or 21 years old and their parents. This difference can be characterized by the type of questions the youth and their parents ask. For example, it is not atypical for a 13 year old and his parents to ask "Why not?" when discussing obtaining services, or pursuing the life paths they have envisioned. More often, the older youth (even at age 16) and their families ask "Can we do this?" in the same context. There is a presumption of censored opportunities and access which has already crept into the 16 year olds thinking and language. Assisting young teens and their families in envisioning their futures while beginning to take constructive action toward making it a reality has been observed to be effective in enhancing the quality of life of the individuals in our small sample.

Many parent's lifestyle expectations for their children changed over the term of the project. This change is most likely attributed to the successful temporary work experiences while the youngster was still a student; having a life plan developed for their child; being fully involved in the planning and initiating action process; receiving information through parent training meetings and/or Futures Unlimited newsletters; and knowing that support is available from the Service Coordinator as desired by the parent. All the parents began attending the individual Educational Plan/IEP meetings at their child's school.

Tassel Transition Model: Teaching All Students Skills for Employment and Life

Jill Solow[1]

The TASSEL Outreach Project is a federally-funded, multi-district outreach grant designed to provide training, technical assistance, product development, and dissemination of the TASSEL Transition Model. This model is for secondary-level transition programs seeking to assist youth with disabilities in the transition from secondary school to postsecondary environments, such as competitive or supported employment, independent/semi-independent living in the community, postsecondary education, and to ensure that secondary special education and transition services result in meaningful inclusion as community members. Project services include: (a) replicating the TASSEL Transition Model in school systems nationwide; (b) providing information and referral via an E-Mail Hot Line (*tassel@email.uncc.edu*) and an Internet Home Page (*http://library.uncc.edu/tassel/-index.html*); (c) disseminating and developing TASSEL materials; (d) continuing to improve TASSEL services at our model demonstration site; and (e) evaluating the TASSEL project by determining the effectiveness of the outreach activities.

Our primary goal is to replicate the TASSEL Transition Model, which has been providing transition services to students with moderate to severe disabilities in the Shelby City/Cleveland County school system since 1987. The model centers around effective transition planning supported by assessment and evaluation of student skills, abilities and interest, interagency collaboration, parent/family participation, a curriculum involving an academic or occupational diploma option, and community-based training opportunities.

This model is for secondary-level transition programs seeking to assist youth with disabilities in the transition from secondary school to postsecondary environments, such as competitive or supported employment, independent/semi-independent living in the community, postsecondary education, and to ensure that secondary special education and transition services result in meaningful inclusion as community members.

Transition Planning Process

All exceptional students ages 14 and above are eligible for transition services. Once the transition process is initiated, students are involved in an ongoing assessment process aimed at: (a) determining students interests, abilities, and aptitude; (b) collecting data for determining individual plans and programs; and (c) compiling information for future job placement and community living. Whenever possible, situational assessments are chosen over traditional methods of evaluation. The school level teams meet with parents and students. Parents and students are actively involved in all aspects of the transition process.

---

[1] ***Jill Solow**, Coordinator, TASSEL Outreach Project, The University of North Carolina, Department of Teaching Specialist, Charlotte, NC 28223.*

Curriculum

To meet the needs of all students with disabilities, the TASSEL model includes two broad areas of concentration for students which are designed to offer transition-related coursework and planning to meet individual student's needs: an Academic Course of Study and Occupational Course of Study. Students can cross over between the two streams of courses if they desire to access courses which best meet their individual needs.

The Academic Course of Study

The academic course of study consists of the 20 units of credit required by the state of North Carolina in order to receive a North Carolina high school diploma. Students pursuing an academic diploma are included in regular education courses with support from the special education staff. These students participate in daily Curriculum and Instruction classes taught by special education teachers. Curriculum and Instruction classes provide a small-group, tutorial environment in which students can obtain services such as textbook modification, test modifications, tutoring, study skill training, homework assistance, remediation, etc. Special education teachers also consult on a regular basis with regular education teachers who are serving students with special needs in the mainstream for the purpose of monitoring student progress, providing specialized instruction recommendations, and modifications of textbooks/tests.

Students in the academic course of study who plan to enroll after graduation in a postsecondary education program are provided assistance in arranging college campus tours, completing applications, obtaining information about financial aid, and career counseling by the transition coordinator vocational rehabilitation counselor, and/or the school guidance counselor. Students in the academic course of study who plan to pursue postgraduate employment have the opportunity to take career preparation courses and/or vocational courses as electives.

The Occupational Course of Study

Students with special needs who have chosen not to pursue an academic diploma and who have a post-school goal of employment may chose to participate in the occupational course of study. The occupational course of study exceeds the basic requirements for the traditional "attendance certificate," and successful completion of the program results in an occupational diploma which has been approved by the local school board. This diploma is identical in appearance to the academic diploma and accompanied by a notarized letter from the school system stating the student's preparedness for employment. Each student completing the program also has a job placement portfolio which contains information helpful in obtaining employment.

The occupational course of study exceeds the basic requirements for the traditional "attendance certificate," and successful completion of the program results in an occupational diploma which has been approved by the local school board.

In addition to the functional courses within the occupational course of study, a vocational training program is provided utilizing a combination of school-based and community-based experiences. The program is designed so that, as students move through the courses, they spend increasing amounts of time in the community. The vocational training portion of the occupational diploma course of study consists of the following components:

A. **School Factory:** Students participate in the school factory as part of their Career Preparation courses in the 9th, 10th, and 11th grades. The factory provides students the opportunity to perform work for local businesses that is transferable and provides the opportunity to establish a controlled environment conducive to teaching generalizable work habits/behaviors. Students receive incentive pay through Vocational Rehabilitation Work Adjustment funds. Evaluations are conducted routinely on students to determine their productivity and work skills. Students also have the opportunity within the school factory to receive promotions into supervisory positions.

B. **On-Campus Jobs:** Beginning in the 10th grade, students have the opportunity to work in jobs with an employee of the school system. The on-campus jobs include: cafeteria worker, office assistant, custodial/groundkeeping helper, horticulture assistant, physical education assistant, art assistant, and biology lab assistant. Work Study funds through the vocational education department and JTPA funds are used to pay students.

C. **Community-Based Job Shadowing:** Beginning in the 11th grade, students have the opportunity to shadow employees at local businesses. Students change job shadowing sites each six weeks and are allowed to choose the six sites they want to experience. Job shadowing sites are currently provided in the following areas: retail, laundry, custodial, recreation/hospitality, horticulture/groundskeeping, warehouse, industrial, childcare, agriculture, food service, and auto mechanics. Students in job shadowing sites are provided with transportation by the school and are directly supervised by an employee of the business. All job shadowing is conducted in accordance with Department of Labor guidelines, and appropriate records are maintained. Students in job shadowing placements are routinely evaluated by school staff and business personnel.

D. **Paid Community-Based Training:** Beginning at age 16, students who require close supervision participate in paid, community-based training in enclaves and mobile work crews. Currently, contracts are obtained with local businesses to perform jobs in the following areas: custodial, retail, landscaping/goundskeeping, industrial, food service, laundry, and warehouse. Students are paid based on their quantity and quality of work under a Sheltered Workshop Certificate. While on the job sites, students are directly supervised by school staff. Students are evaluated on a regular basis according to Department of Labor standards.

E. **Individual Job Placements:** In the 12th grade, students desiring competitive employment as a post-school goal are placed in jobs as near the beginning of the year as possible. Early release time is given. School personnel share supervisory and job support responsibilities with other relevant adult service agencies. Students are assisted in all aspects of obtaining and maintaining a paid job placement during their senior year. Also during the senior year, students attend a daily employment seminar which provides daily contact with the transition teacher for the purpose of fine-tuning work skills/habits/behaviors, advocacy training, overview of employment laws/guidelines, work situational problem-solving and contact with local business-related individuals. Parents also receive information about assisting their young adult in locating a job. In addition, both students and parents are provided with assistance in identifying the natural resources available to them in their community for locating and maintaining employment.

F. **Vocational Education Courses:** Exceptional students have the opportunity to take vocational education courses as electives.

G. **JTPA Placements:** Exceptional students who are eligible are referred to the JTPA program for summer employment.

Interagency Collaboration

The ultimate goal of TASSEL is to insure that all students with special needs are prepared to function within the community after graduation as productive and independent members of society. This requires the combined efforts of individuals both within and outside the school system. In order to insure the involvement of parents, students, and adult services providers, in the transition planning process, interagency teams are utilized both at the school and community level.

The school-level transition team is composed of individuals from a variety of adult service agencies and consist primarily of individuals who will be providing direct services. The school-level team assists with resolving problems in service delivery, identifying areas of responsibilities, working through barriers to effective transition, collecting data, evaluation program effectiveness and projecting post-school needs.

The ultimate goal of TASSEL is to insure that all students with special needs are prepared to function within the community after graduation as productive and independent members of society. This requires the combined efforts of individuals both within and outside the school system.

The community-level transition team is composed of administrative representatives from the school system, adult service agencies, and local businesses. The primary responsibilities of this team are to identify community resources, clarify roles of service providers, seek new funding sources, increase community awareness, develop tracking systems, and make future projections.

Parent/Family Involvement

Parents are involved at all levels of the transition process. Extended family members are also encouraged to participate. Parents receive opportunities for training and written information about transition beginning in the 8th grade. Transportation and childcare are offered to parents to encourage attendance at training and also in school-level Interagency team meetings. In addition, parents complete student mapping forms and Family and Friend Natural Support surveys to insure input into their child's future planning. Parent representatives serve on the community level transition team and an advocacy group for parents has been established to advocate for a wider array of adult services after graduation.

Transition with Help from Alabama's JTPA Program

Mickey Humphries, Celeste Sparks, Ann West, Rhonda Flowers, and Jake Jones [1]

The **J**ob **T**raining **P**artnership **A**ct (JTPA), co-authored by Dan Quail and Ted Kennedy, was implemented in 1983, and reauthorized by the Job Training Reform Amendments of 1992. The principal objectives of Alabama's Job Training Partnership programs are to increase client groups' existing earnings and employment levels while decreasing welfare dependence. There is a particular emphasis on meeting the employment and learning needs of youth, especially those who are classified as *"at-risk."* Both the adult and youth JTPA programs are designed to provide transitional services to economically disadvantaged participants who possess at least one "hard-to-serve" barrier to employment.

JTPA 8% Dropout Prevention Projects serve youth ages 14-21 who are "at-risk" of dropping out of school. The projects must schedule students for classes on a regular schedule basis. They [projects] must incorporate transition components in the curriculum with related activities in pre-employment/work maturity skills, awareness of the world-of-work and career exploration, specialized counseling activities, personal and/or social skills, and the seven elements of a youth competency system.

The Governor has overall administrative responsibility for Alabama's JTPA programs. Twenty-three percent (23%) of the State's total JTPA grant comprises the Governor's "set-aside funds". Eight percent (8%) of these funds comprise the State Education Grant that is administered by the State Department of Education. Individual projects include: vocational programs, rehabilitation programs, and prison literacy programs. The amount of 8% funds procured for these projects must be matched on a dollar-for-dollar basis from non-federal funds by the receiving service provider.

State Education Coordination Grants are designed to facilitate coordination of education and training services for eligible participants. Projects provide school-to-work transition services, literacy and lifelong learning opportunities and/or provide statewide coordinated approaches, including model programs to train, place, and retain women in nontraditional employment.

The types of 8% programs funded during the 1994-95 program year were: *Dropout Prevention*, *Dropout Recovery*, *Basic Competency Remediation*, *Nontraditional Employment for Women*, *School-to-Work Transition* (for youth with disabilities), and *Prison Literacy*. The following is a brief description of each project.

---

[1] ***Mickey Humphries**, State Coordinator, Eight-Percent JTPA Grant, 5233 Gordon Persons Building, 50 North Ripley Street, Montgomery, AL 36130-3901; **Celeste Sparks**, Ph.D., JTPA District Specialist, Eight-Percent JTPA Grant, 5233 Gordon Persons Building, 50 North Ripley Street, Montgomery, AL 36130-3901; **Ann West**, JTPA District Specialist, Rt. 3 Box 68, Haleyville, AL 35565; **Rhonda Flowers**, JTPA District Specialist, Troy-Pike Ave., Rt. 6 Box 285, Troy, AL 36081; **Jake Jones**, Specialist, JTPA Prison Project, Eight-Percent JTPA Grant, 5233 Gordon Persons Building, 50 North Ripley Street, Montgomery, AL 36130-3901.*

Dropout Prevention:

JTPA 8% Dropout Prevention Projects serve youth ages 14-21 who are "at-risk" of dropping out of school. The projects must schedule students for classes on a regular schedule basis. They must enroll students who meet the definition of "at-risk" youth or address recruitment of students who have already dropped out to return and remain in school. They must incorporate transition components in the curriculum with related activities in pre-employment/work maturity skills, awareness of the world-of-work and career exploration, specialized counseling activities, personal and/or social skills, and the seven elements of a youth competency system. They may incorporate transition components in remediation of basic skills, prevocational skills, independent living skills, job placement, communication skills, and/or components related to serving "at-risk" youth. Positive termination for dropout prevention is for students to *"remain in school full-time until the end of the high school year."*

Dropout Recovery

Alabama has three Dropout Recovery Projects currently funded by JTPA. They are located in DeKalb-Jackson County, Muscle Shoals, and Wallace State Community College. School dropout is defined as a student who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

A specific plan for student recruitment has to be developed by each service provider. Participants must be recovered! They cannot just "show up" at high school or a GED program. The high dropout rate for Alabama indicated a great need for these programs. Innovative and creative ideas are needed for programs in the future. Service providers must develop a case management for each client to include a needed curriculum, as well as counseling and other services. These services include transition back into school.

Two basic problems with Dropout Recovery projects have been encountered. Locating, enrolling, and keeping these *"at-risk"* participants interested and attending classes is one of the problems. The other problem is that many are working and do not qualify as economically disadvantaged. A major advantage is there is no age limit for these participants. Listed below are some success stories (the names are changed to protect the participants):

- *Bob improved from grade 9.8 to grade 11.1 from September 94 to January 95. He is now ready to take the GED exam and is working full time.*

- *Sue has a past plagued by drug charges. She has improved from grade 11.7 to grade 12.4. She is also ready to take the GED exam with intention to enter college.*

- *Carol passed her GED exam the first time she took it. She is the first member of her family to receive the certificate for high school graduation. Because of Carol's success, her step-mother has enrolled into a GED class.*

- *Charles was enrolled in the JTPA program but was having problems with his studies. He was given specialized testing. Due to this testing he is now receiving help through Rehabilitation Services. He is enrolled in Welding Instruction in a community college. One person who was contacted by a JTPA instructor/coordinator asked, "Why are you calling about my daughter, now? You are the first person that has ever called asking why she is not attending school."*

Basic Competency Remediation

The Basic Competency Remediation projects are for ages 14 to adult. Participants must have deficiencies in reading, language, and/or math documented by recognized and standardized competency tests. A participant may be 'post-tested' at any time during the program. If post-test results indicate a 70% gain over results of the pre-test, a positive termination may be given at the time and the participant mainstreamed back into regular classes or given the GED exam.

In addition to remedial activities in basic competencies, participants must also be taught other transitional skills such as pre-employment/work maturity skills. Other components which may be included are: guidance and counseling, occupational information and career exploration, study skills, etc.

Non-Traditional Employment for Women

The purpose of JTPA Non-traditional Employment for Women projects is to expose women in non-traditional occupations. Non-traditional Employment is defined as occupations where women comprise less than 25 percent of the individuals employed in such occupations. Most females do not get exposure to tools and related skills that males get as they are growing up. For that reason, the hands-on-trades class component is beneficial in the curriculum. Other areas that help build survival skills are training in assertiveness and communication skills, career planning, job search skills and strategies, life skills, math, and other transition skills.

The State Educational Coordination Grants are designed to facilitate coordination of education and training services for eligible participants that provide statewide coordinated approaches, including model programs to train, place, and retain women in non-traditional employment. Currently, only 3% of women in the work force are employed in occupations considered traditionally male. Traditional ideas about appropriate roles and jobs for women, their need for jobs that pay well, and myths about their physical and mental capabilities have limited the employment options for women. In most cases, women have not been prepared to overcome many of the barriers to non-traditional employment (i.e., lack of previous employment, low self-esteem, lack of work ethics, low job development skills, child care concerns, transportation problems, etc.).

Isolation and sexual harassment are the main reasons women give for leaving the trades. In N.E.W. programs, participants create a support network for themselves as women entering the trades, and begin connecting with other tradeswomen. Individualized plans are proposed and implemented for addressing and overcoming barriers to women in the traditionally male dominated workforce.

Prison Literacy

The JTPA-funded prison literacy program is a cooperative project among the State Department of Education, the Department of Corrections, various postsecondary institutions, and local secondary boards of education. The overall purpose of the program is to improve literacy and employability skills of economically disadvantaged persons incarcerated in various state penal institutions, who are within three years of release or parole.

Presently, the Prison Literacy Program operates through six (6) Postsecondary Colleges and one local Board of Education. The participating agencies provide literacy education to over 2,000 inmates at ten different penal facilities. The Department of Corrections provides salaries and fringe benefits for persons assigned to the project to be used as matching obligations. Current service providers are: Bullock County Board of Education - Bullock County Correctional facility, Calhoun State

Community College - Limestone Correctional Facility, Central Alabama Community College - Childersburg Boot Camp, Gadsden State Community College - St. Clair Correctional Facility, Ingram State Technical College - Draper, Staton, and Tutwiler Correctional Facilities, Jefferson Davis State Community College - Fountain Correctional Facility, and Sparks State Technical College - Easterling and Ventress Correctional Facilities.

Other state agencies such as Vocational Rehabilitation Services, the Department of Pardons and Paroles, and the State Employment Service are also involved in the prison literacy project, especially concerning matters of prisoner release, continued educational opportunities following release,a nd placement into the job market.

Prior to entry into the prison literacy project, each participant is administered the TABE (Test of Adult Basic Education), or other State Department of Education approved assessment instruments to determine literacy skill deficiencies. Based upon the initial assessment, and in an effort to meet the individual needs of each adult participant, an IEP is developed. Using the IEP as a focal point, each inmate participates in an intensive learning experience which combines the best features of individualized instruction, computer-assisted learning and peer tutoring. The participant is continually assessed to determine additional needs, progress, and positive termination as the program progresses.

An attempt is made to ensure that 75 percent of all inmate participants in the prison literacy project, achieve an increase of at least one grade level in reading and/or mathematics as shown on the TABE or other approved assessment instruments and/or successfully passes the GED exam. Participants are not allowed to remain in this project for more than two years.

Note: The editors apologize that an omission was made with this excellent paper. Specifically, the *School-to-Work Transition* section was inadvertently erased from the disk. The reader is encouraged to contact the senior author for more information on this topic.

Business Education Linkages [1]

Lloyd W. Tindall[2]

Greetings to all of you assembled at Auburn University. Dr. Kunkel, Dr. Browning, business panel members and participants at the Transition V Conference. I congratulate you for your leadership in the transition initiative for people with disabilities. I appreciate this opportunity to share some ideas with you concerning the development of education business linkages to improve the training and employment of persons with disabilities.

Business Education Linkage is a HOT TOPIC in the schoolhouse and the workplace in 1995. The outcome of such linkages will effect the skills of our present and future workforce. This is especially true of our citizens with disabilities. In 1987, Louis Harris in a national survey found that two-thirds of all working age persons with disabilities are not working, even though a large majority of this group say that they would like to work. Based on these statistics, persons with disabilities are much less likely to be working than any other individuals under age 65. In 1994, Harris again surveyed the employment situation of persons with disabilities and found NO change in the number employed.

Business Education Linkage is a HOT TOPIC in the schoolhouse and the workplace in 1995. The outcome of such linkages will effect the skills of our present and future workforce. This is especially true of our citizens with disabilities.

Heldric back in 1989 estimated that by 1995, 14 million Americans would be unprepared for the jobs that are available. Dole in 1990, said that one in four of our young people—as many as one million students a year—do not graduate with their high school class. Fifty-eight percent of all 17-year-old students lack the reading ability necessary to find, understand, and explain relatively complicated information, including material about topics they study in school. Young adults with disabilities are included in these reports and statistics, and must also be included in the solutions to the problems that plague the workforce. The question for discussion today is, can business-education linkages make a difference in this dismal situation and where do such presumed linkages fit in the national rush to reform and restructure the nations' school systems?

To address this issue, I would like to review for just a minute or two some theoretical perspectives on education and work. Education and business leaders have increasingly pointed to education-business partnerships as a solution to the many problems that face the U.S, workforce. Levin (1982) identified two theories that depict the relationship between education and work, stating such theories can be either positive or normative. Positive approaches represent attempts to explain

---

[1] *This special, general session was conducted via satellite uplink/down link between the University of Wisconsin and Auburn University. Dr. Tindall was the special satellite guest who interacted with an Alabama panel led by Richard C. Kunkell, Dean of the College of Education, Auburn University. CEO panel members included Howard Bronson, President and Publisher, Mobile Press Register; Walter Browning, Vice President and General Counsel, Rust International, Inc.; Barbara Larson, Executive Director, Leadership Alabama (Alabama CEO's); and Bill Smith, Chief Executive Officer, Royal Cup Inc.*

[2] *Lloyd Tindall, Ph.D., Center of Education and Work, School of Education, University of Wisconsin-Madison, 964 Education Sciences Building, 1025 West Johnson Street, Madison, WI 53706-1796.*

the observed connections between education and work and how they developed. Social scientist and educational planners are especially concerned with positive theories as a means of explaining the relation between education and work.

Normative approaches, in contrast, tend to focus on what should be the relationship between education and work. An emphasis is placed on ethical or moral approaches to the issue rather than attempting to explain what exists or has existed. Educators are particularly concerned with the normative view, since it has important implications for designing the structure and content of schooling, that is, what should be taught and how. To a large degree the field of educational planning is based upon this assumption about the relation between education and work; therefore, most planning tools assume that the curriculum and enrollment mixes, as well as the quality of instruction, should be measured against needs for trained workers.

In 1982, Levin provided a view whereby schools should serve to provide moral education dedicated to human development and democratic ideas without reference to the workplace. Another theory, the human capital theory, says that education is viewed as an investment for increasing human productivity. Higher productivity is assumed to be rewarded in labor markets in the form of higher earning. Accordingly, individuals and societies invest in education to raise productivity and learning, and both entities invest in schooling to the point where the present value of any additional investments is exactly equal to the present value of the investment returns.

The Holmes Group (1990) argues that schools do not just exist to provide people for the job market. They exist to reshape the way young people think about work and their future. Each of these theories suggests different purposes for education and training in relation to the needs of business and industry. Clearly, how one views the purposes of education in relation to the economic and social purposes of the workforce influences greatly one's approach to the collaborative patterns suggested in the normative view and evaluated in the positivist view. Understanding these theoretical perspectives is important when examining both the history and current status of education-business collaboration. Students involved in the curricula produced by these various approaches to education and work will bring a vastly different array of skills to the workplace. Academic success in different systems may have little relationship to whether or not the student possesses the skills needed in workplace.

Early School-Business Partnerships

It is estimated that over 150,000 school business partnerships exist in the United States. The range is simple to complex. In their simplest form, experiential education programs, which have existed for a long time, emphasize learning through experience rather than through books. Experiential learning is best defined as a set of planned educational experiences designed to enable learners to acquire attitudes, skills, and knowledge for work and other life roles by participating in work settings. Five major groupings of these programs have been identified according to their intended outcomes:

- youth development
- career development
- personal growth
- academic life skill development
- job skill development

Many types of partnerships have been developed over the last few decades. These include the following: (Barton 1983)

1. Adopt-a-school movement
2. Education-work and Industry-education-labor councils
3. Transition-to-work programs
4. Cooperative education experience
5. Vocational education advisory councils
6. Experience-based career education
7. Partnerships for economic development
8. Contracting by education for students to be trained in the workplace
9. Industry contracting with education

The *Committee for Economic Development* (1985) cited three basic strategies of corporate involvement in the development of quality schools.

1. The first strategy (if the school system is sound) is to fund labs and facilities that aid in curriculum and staff development

2. The second strategy is—Innovative change and incremental improvement. This is a middle ground and may not require structural change. Collaborative education-business activities using this strategy involve student development, teacher training, or improving the transition from school-to-work.

3. The third strategy is Structural Reform. Fundamental changes must be made. Business must deal with complicated questions such as: (a) What is the appropriate role of business?; (b) What lessons has business learned about competition, organization, management, and leadership that are appropriate and transferrable to public schools?; and (c) Can and should business use its influence to effect policy changes that would fundamentally alter the decision-making structure of the public education at the state and local levels and in the school building?

The *National Alliance of Business* classifies education-business partnerships according to their level of impact on the educational system (1987). Multidimensional partnerships can be found at any level.

Level	Characteristic
1	Partners in Policy
2	Partners in Systemic Educational Improvement
3	Partners in Management
4	Partners in teacher training and development
5	Partners in the classroom
6	Partners in special services

The higher the level of involvement and investment in education, the greater the likelihood of significantly improving the workforce readiness of our nation's youth.

The *Commission on the Skills of the American Workforce* (1990) in their report *American's Choice: High Skills or Low Wages*, described the current American workplace as largely modeled after the system of mass manufacturing pioneered during the early 1900's. The underlying premise is simple: Complex jobs are broken down into a myriad of simple rote tasks, which the worker then

repeats with machine-like efficiency. The system is managed by a small group of educated planners and supervisors, who do the thinking for the organization. Under this model, most employees need not be educated. Instead, it is more important that they be reliable, steady, and willing order takers.

Today, high-performance work organizations are replacing this outdated process of mass production, reducing bureaucracy, and giving autonomy to front-line workers. As a result, workers are asked to use judgement and make decisions rather than to follow rote, cumbersome procedures spelled out in detail. Management layers are disappearing as front-line workers take over many of the tasks-from quality control to production scheduling—tasks that others used to do. Work reorganizations such as this require large investments in training. However, although worker's pay levels often rise to reflect their greater qualifications and responsibilities, productivity and quality gains more than offset the cost to the company of higher wages and skills development. Despite these advantages, 95 percent of U.S. companies still cling to old forms of work organizations.

School-Business Partnerships

When employers criticize the educational preparation of the high school graduates they interview and hire, they are assessing those youth in terms of the kinds of things they want them to be able to do in the workplace. When educators graduate these same young people, they are assessing their performance on the kinds of tasks presented in the school room. This situation leaves considerable room for misunderstanding between employers and educators as to what they mean when they say that youth are prepared or unprepared. It is apparent, therefore, that workplace competencies are often not a part of the schooling experience.

Where are we headed in 1995?

Much has been written about how to reform the nation's educational system and who should be involved. A couple of years ago, *Business Week* blazed the headlines, *Can Business Report Education*. A recent cover of the *Phi Delta Kappan* magazine headlined? *School Reform: Does Business Know Best*. The *Wisconsin Manufacturers and Commerce* recently surveyed their members in Wisconsin. Vice President James Haney wanted to know to what extent members were willing to give their time to schools. This is what he found.

15% were committed to volunteering:
15% would get involved if asked:
40% are too busy with their own business:
30% believe it's not their role.

First Things First, a recent study by *Public Agenda*, a non-profit research group, said that "Americans want schools to be safe, orderly and disciplined and to stress the "basics". Moreover, they strongly support the efforts by business to raise academic standards. Are Americans satisfied with school reform? One man from Minneapolis told a focus group, "They talk all the time about this whole child educational process—It's not your business to make a 'whole child' educational process'—Your business is to teach these students to read, how to write, and give them the basic skills to balance their checkbook. It's not to make new Emersons out of them." We take these issues very seriously," said *Micheal Jackson*, Director of Government Relations for *TRW and co-chair of the Business Coalition for Education Reform*. Jackson says, *The Business Round Table*, with the help of *Public Agenda and RAND*, will be reexamining its reform agenda and strategies in light of the many changes that have occurred in the past few years: increased awareness of the importance of

public engagement and parental involvement, and the growing popularity of choice, privatization and charter schools. This article in *Work America*, a *National Alliance of Business* publication went on to say that, "The good news for business leaders who've been promoting reform is that the public overwhelmingly supports higher academic standards. "It's not that Americans reject the aims of the reform," said *Public Agenda Executive Director Deborah Wadsworth*. "The problem is that the reform movement has neglected to address the public's chief concern: Are the public schools calm, orderly and purposeful enough for learning of any kind to take place? A colleague of mine returned this past Tuesday from An Antonio, Texas where she participated in the National Association of Secondary School Principal's national convention. I asked her to list for me some of the major concerns of the principals. Her answer was guns, drugs, violence, conflict resolution and retirement.

As you can see, opinion's vary as to the purpose of education. Education and business leaders are not always in agreement on the role that each should play in the education of the nation's youth. We do know that Education Business Linkages work, there are over 150,000 such linkages in existence.

At this point, we could explore some of these linkages and see how they work with persons with disabilities. There are many good examples that can be replicated. However, the educational scene is changing very rapidly and I believe that a more important question at this time is one of policy. *What will be the status of education business linkages during the next few years?* A review of current legislation shows that at least 20 federal programs or statutory mandates are in one way or another involved in transition from school to work and involved in business linkages. Included programs are the Perkins Act, Individuals with Disabilities Education Act, Vocational Rehabilitation State and Federal Programs, and the ADA legislation. Bright spots in current school programs are the initiatives centered around Tech Prep, youth apprenticeships, and vocational and academic integration.

A review of current legislation shows that at least 20 federal programs or statutory mandates are in one way or another involved in transition from school to work and involved in business linkages.

The 1994 School-to-Work Opportunities Act is one of the most recent reform measures to come out of Congress. The purposes and congressional intent are filled with business education linkage requirements that involves both Education and Labor Departments at the Federal and State levels. All students including Students with Disabilities are included in the STWOA. Development grants went to all states and five-year awards "venture capital" in grants ranging from $2 to $10 million went to eight states. Three hundred million dollars have been authorized for fiscal year 1995 and such sums as may be necessary for each of the fiscal years of 1996 through 1999. It is not my purpose here to discuss all the details of the STWOA, but to pint out the scope of this act and the implications for linkage.

School to Work Opportunities Act

Business and Education will need to develop a great number and variety of linkages if the STWOA is to be successful. The opportunities for innovation are enormous. This legislation is an attempt to reform schools. Businesses and the demands of the job are in a position to put outside pressure on schools to reform. One of the last big system-wide reforms occurred over 20 years ago with the career education and work experience programs. The STWOA is a new program which has created a lot of enthusiasm. Can these programs reconnect our schools with the outside world?

Business and Education Linkages are a key strategy in determining whether or not STOWA will have an impact in the next five or ten years. Norton Grubb from the National Center for Research in Vocational Education raised six questions that will need to be answered if STOWA is to be successful. Three that relate to the STWOA are:

1. What is the vision of how high schools should change in the STOWA program?
2. What is the vision for the work-based component?
3. What are the necessary "connecting activities" linking the school based and the work-based components?
4. What is the appropriate role for non-school programs?
5. What role should assessment play?
6. What governance mechanism is appropriate for school-to-work programs?

At this time, I would like to move on to another business linkage strategy called *Family Involvement*. I have always believed that the student's family is a part of the educational process. It was true when I was a student and when I was a high school teacher. However, as was mentioned earlier, the family and the community have not been included in the educational process taking place in the schoolhouse. During the past few years the family has become disconnected from the school. Fortunately, things are changing. A prime example occurred on January 19, 1995, when Secretary of Education, Richard W. Riley cited the need to "dramatically improve workforce skills". In a meeting with corporate chief executives, Riley called on American Business to inspire greater family involvement in education through such means as flexible work schedules, lunchtime parenting seminars and matching leave, to volunteering in schools. The bottom line in business depends on an education system whose bottom line is family involvement. Being family friendly is one of the best investments a company can make. It can help recruit and keep top workers, improve productivity and increase employee motivation and loyalty. He quoted a recent poll of company executives showing that 91 percent believe U.S. policy should focus on K-12 education as a top priority to boost U.S. competition. Another survey revealed that 89% of the executives named lack of parental involvement as the biggest obstacle to school reform.

Following the meeting, Riley released a new guidebook, *Employers, Families and Education: Promoting Family Involvement in Learning*, by the Families and Work Institute. During the past few minutes, I have tried to look at the historical role of business linkages and some of the different theories on how we should educate our youth. I have also tried to provide a glimpse of what i occurring today. At this time I will end this part of the program and turn the microphone back to Dr. Kunkel and the panel members at Auburn University.

Self-determination Preconference Workshop

Jamey Sproull [1]

Dr. Michael Wehmeyer, who is with the ARC of the United States, national headquarters, is a nationally recognized authority on self-determination for students with disabilities. Dr. Wehmeyer conducted a preconference for both Transition V and VI, and this paper is a summary of his day-long session. Also, following this summary is a brief paper by Dr. Wehmeyer.

Dr. Wehmeyer led this day long session on the topic of self-determination. Over the past five years, he has been working in this most important area by (a) developing assessment tools to measure self-determination, and (b) developing a curriculum using the Life Centered Career Education curriculum to teach skills incorporated in self-determination. His day-long presentation included four general areas:

1. setting expectations
2. definition of self-determination
3. the focus of self-determination in transition
4. the method of promoting self-determination

Dr. Wehmeyer has developed a curriculum for teaching self-determination using the well known Life Centered Career Education curriculum. The four primary areas of his curriculum are self-awareness, self-confidence, choice and decision making, and goal attainment. . . . Dr. Wehmeyer also has developed The ARC's Self-Determination Scale.

To begin, Dr. Wehmeyer discussed a case study of an individual with whom he has worked. Her name is Ruth and she has cerebral palsy along with other severe physical disabilities. He used this case for us to take her disability into account when predicting her life outcome in four areas:

- Where she would live.
- Who she would live with.
- What daily activities she would participate in.
- What types of services she would need.

Interestingly, given the nature and severity of her disability, none of us predicted her to have a high quality life, yet everyone in attendance was pleasantly surprised that the audience was wrong in its prediction. We soon learned that Ruth was living independently in an apartment with her husband, Norman. She is partially supported by SSI benefits, but also travels full time speaking at conferences about her success. She and her husband hired a personal care attendant that aids them with their daily needs. The exciting thing to Ruth was that she was not placed with this attendant, but instead interviewed and hired an attendant of her choice.

---

[1] *Jammie Sproull is a Master's student in the transition program, Department of Rehabilitation and Special Education, College of Education, Auburn University.*

Dr. Wehmeyer helped us to understand that sometimes our expectations for individuals with disabilities are wrong. He stated that our expectations affect the way we approach our problems. If we think that someone will never live independently in the community, then our expectations of their outcome will be highly influential in determining the result. Dr. Wehmeyer urged that if we could get passed our expectations, we would find that there is usually a good way to solve problems. This learning point was further illustrated with a series of riddles which showed that our preconceptions limit what we could do. Of course, this concept can be applied to people with disabilities. Until we put aside our preconceptions of what someone can do, then the true result of what they are capable of will remain distorted!

Self-determination is defined by Nirje (1972) as *"an inherent right to respect, to human dignity, and to choice."* The curriculum program that Dr. Wehmeyer is developing revolves around ten component elements of self-determination and all of these areas were discussed in detail. The curriculum components are:

1. Choice making
2. Decision making
3. Problem solving
4. Goal setting and attainment
5. Self-advocacy
6. Self-observation, evaluation, and reinforcement
7. Internal focus of control
8. Positive attributions of efficacy
9. Self-awareness
10. Self-knowledge

According to Dr. Wehmeyer, there are a number of reasons why we should focus on self-determination, especially for people with youth and young adults with disabilities. For example, it is been demonstrated through research that self-determination is linked to positive adult outcomes.

Self-determination in transition was the next focus in Wehmeyer's presentation. IDEA refers to transition as a coordinated set of activities that must be based on the individual student's needs and must take into account the student's *preferences* and *interests*. This mandates that all students must be involved in planning their own future. Dr. Wehmeyer listed a number of ways that we can foster and promote decision-making in this process of planning and in the classroom in general. For example, we can allow the student to (a) choose within an activity, (b) choose between two activities., (c) decide when to do an activity, and (d) select a partner within an activity.

To promote decision-making, most models allow the student to:

- List relevant action alternatives.
- Identify consequences of action.
- Assess the probability of each consequence occurring.
- Establish the relative importance (value or utility) of each consequence.
- Integrate these values and probabilities to identify the most attractive course of action.

Dr. Wehmeyer has developed a curriculum for teaching self-determination using the well known Life Centered Career Education curriculum. The four primary areas of his curriculum are *self-*

awareness, *self-confidence*, *choice and decision making*, and *goal attainment*. There are four different competency areas of the LCCE that teach to these areas: Achieving self-awareness, Acquiring self-confidence, Making adequate decisions, and Achieving independence. There are also subcompetencies that teach a specific skill related to self-determination.

Dr. Wehmeyer also has developed *The ARC's Self-Determination Scale*. This is an assessment tool for measuring self-determination. It's construction is based on the concept of self-determination and its relevance to educational outcome. He describes the instrument as a 'self-report' measure. In other words, the student rates his/herself on different areas of self-determination. This approach provides both students and educators with the tools to help identify relative strengths and needs. The specific areas that it measures include *autonomy*, *self-regulation*, *psychological empowerment*, and *self-realization*. The instrument is not intended to be prescriptive or diagnostic. Rather, it is only to be used as a tool to provide direction for discussion about self-determination and transitional goals.

Promoting Self-Determined Behavior using the Life Centered Career Education Curriculum:

Michael Wehmeyer, Ph.D.[1]

From 1990 to 1993, The Arc (a national organization on mental retardation) conducted a model demonstration project, funded by the U.S. Department of Education, examining the efficacy of using the Life Centered Career Education (LCCE) curriculum (Brolin, 1993) to promote self-determination for youth with cognitive disabilities. Career education refers to a purposeful sequence of planned educational activities that assist individuals in their career development and is a lifelong process that includes many settings (home, school, occupation, community), and roles (student, worker, consumer, citizen, family member). Addressing self-determination within this framework seemed particularly promising for youth with cognitive disabilities.

To establish a foundation for a curricular strategy to promote self-determination, project staff interviewed and surveyed adults with cognitive disabilities to identify what self-determination meant to them and who or what had empowered them to be self-determining (Wehmeyer, 1992b). Concurrently, staff conducted an extensive review of the educational, psychological and rehabilitation literature regarding self-determination and component characteristics (Wehmeyer, 1992a). These parallel efforts resulted in a definitional framework for self-determination as an educational outcome; a set of attitudes and abilities learned across the lifespan and associated primarily with achieving adulthood and fulfilling adult roles. Self-determination refers to "*acting as the primary casual agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference*" (Wehmeyer, 1992a; in press). An act or event is self-determined if the individual's action(s) reflected four essential characteristics; (1) the individual acted autonomously; (2) the behaviors were self-regulated; (3) the person initiated and responded to event(s) in a "psychologically empowered" manner; and (4) the person acted in self-realizing manner (Wehmeyer, in press).

> **Self-determination refers to "*acting as the primary casual agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference*"**

Based on this definitional framework, project and LCCE staff turned to the LCCE competencies and subcompetencies for a "model" curriculum to promote self-determination. The model curriculum identified four domain areas that, sequentially, were hypothesized to move students through the processes necessary to achieve self-determination. These four domains were: (1) Self-awareness; (2) Self-confidence; (3) Choice and decision-making skills, and (4) Goal attainment behaviors. For each domain, a list of attitudes and abilities was identified. Using this framework, project and LCCE staff then examined the LCCE curriculum for its applicability to these model domain areas. The LCCE is organized in 22 competencies representing 3 primary categories. These domains are daily living skills, personal-social skills and occupational guidance and preparation. Each competency is further

---

[1] *Michael Wehmeyer, Ph.D., Assistant Director, Department of Research and Program Services, The Arc National Headquarters, 500 E. Border Street, Suite 300, Arlington, Texas 76010.*

divided into subcompetencies, with a total of 97 such subcompetencies. Comprehensive goals, objectives and lesson plans are provided for each subcompetency. Project staff identification of 4 competency and 17 subcompetency areas that matched the structure of the model (see Table 1). Following this process, The Arc's project staff performed a comprehensive review of the first draft of the lesson plans for each of the subcompetencies identified. Suggestions for strengthening the materials to address self-determination were forwarded to the LCCE personnel, who reviewed these suggestions and incorporated them when warranted. A second review occurred, similarly, with the next draft of the LCCE lesson plans.

Table 1
LCCE competency and subcompetency areas used to promote self-determination.

Model Domain	LCCE Competency	LCCE Subcompetency
Self-Awareness	10)Achieving self-awareness	42)Identify physical/psychological needs
		43)Identify interests and abilities
		44)Identify emotions
		45)Demonstrate knowledge physical self
		61)Awareness how actions affect others
Self-Confidence	11)Acquiring self-confidence	46)Express feelings of self-worth
		47)Describe others' perception of self
		48)Accept and give praise
		49)Accept and give criticism
		50)Develop confidence in oneself
Choice and Decision-making	15)Making adequate decisions	62)Locate/utilize sources of assistance
		63)Anticipate consequences
		64)Develop and evaluate alternatives
Goal Attainment	14)Achieving independence	59)Strive toward self-actualization
		60)Demonstrate self-organization
		65)Recognize nature of a problem
		66)Develop goal seeking behavior

Applying the LCCE curriculum to enhance skills related to self-determination involves the use of 17 subcompetencies in 4 competency areas (see Table above). All of the competencies are contained within the Personal and Social Skills domain of the LCCE. The subcompetency areas consist of almost 350 lesson plans. Instruction is designed to begin no later than age 16 and preferable by ages 12 to 14. A student could begin receiving instruction related to self-awareness when he or she enters Middle School or Junior High School and the LCCE lesson plans could provide the framework for instruction in self-determination through the student's senior high years.

Each lesson plan includes objectives that could be adopted as short term goals, while competency and subcompetency areas include objectives that can be used as long term goals. The project field-tested the materials with students receiving their education in a wide range of settings, including separate classrooms, resource rooms and regular classrooms. Lesson plans pertaining to the LCCE self-determination instruction are intended to be used sequentially, beginning with Competency 10 through Competency 15. This sequence starts with instruction on issues of self-awareness. When students acquire a broader sense of themselves, they learn to apply that to building a positive image and gaining self-confidence. Following this, they learn skills related to choice and decision-making, goal setting, organization and assuming greater responsibilities for occupational and other decisions. These areas are viewed as critical to a successful transition from student to adult roles and should be incorporated as part of the student's transition service planning.

By using the LCCE materials, educators can construct a personalized, specific and comprehensive educational program to promote self-determination. A student acquiring these attitudes and abilities will be able to apply a host of learned behaviors to become autonomous, self-regulating and self-actualizing.

One strength of the LCCE system is that it provides teachers the means to determine student knowledge, performance and perceptual levels for each of the self-determination competencies and subcompetencies, and to individualize instruction according to these levels. The curriculum includes Knowledge and Performance Batteries that are criterion-referenced assessments to determine student knowledge and performance capabilities in the relevant areas. Student perceptions of control and beliefs about their effectiveness, competence and worth are integral to understanding the degree to which they are self-determining. To this end, the Arc developed and field-tested a self-report measure of self-determination which is tied directly to the four domain areas. This scale, the LCCE Self-Determination Scale, is a 40-question self-report measure of beliefs related to self-determination.

In summary, by using the LCCE materials, educators can construct a personalized, specific and comprehensive educational program to promote self-determination. A student acquiring these attitudes and abilities will be able to apply a host of learned behaviors to become autonomous, self-regulating and self-actualizing.

References

Brolin, D. (1993). Life centered career education: A competency based approach. *The Council for Exceptional Children*. Reston, VA.

Wehmeyer, M. (1992a). Self-determination and the education of students with mental retardation. *Education and Training in Mental Retardation, 27*, 302-314.

Wehmeyer, M. (1992b). Self-determination: Critical skills for outcome-oriented transition services. *The Journal for Vocational Special Needs Education, 15*, 3-9.

Wehmeyer, M. (in press). Self-determination as an educational outcome. In D. Sands & M.L. Wehmeyer (Eds.), Self-determination across the lifespan: From theory to practice. Baltimore: Paul Brookes.

Service Coordination: What It Is and How You Can make It Work

Linda Nutt, Tricia Wiggins, Jeanette DeVaughn, and Ed Brandy[1]

What is Service Coordination? The coordination of services, or case management as it is often called, is frequently misunderstood. Is this coordination of services some complicated, secret process which only a select few can understand and perform? Why is service coordination so fuzzy, so difficult to explain and understand? In this paper, we hope to answer these questions and take the mystery out of this service while providing a framework for understanding, using, and/or providing service coordination for your child or student.

Service coordination is typically provided through the Department of Mental Health and Mental Retardation, Division of Mental Retardation, to individuals who need help in sorting through their options, assessing services, coordinating services, and learning how to more actively control his or her life choices and events. Service coordination is based on the beliefs that (1) all people are individuals, (2) the quality of the individuals/service coordination relationship is important, (3) decisions are made by individuals and/or their families, (4) the role f family and friends must be recognized, respected, and supported, (5) all services are accountable to individuals and their families, (6) all people have basic wants, and (7) that individuals should be consistently encouraged to use their own skills (Department of Mental Health/Mental Retardation, Division of Mental Retardation, *Case Management Training Manual*, 1994).

Service coordination can be the additional assistance a person with varied and sometimes intense needs requires to have a high quality, cohesive lifestyle. It is designed to increase appropriate use of existing community support services, coordinate and/or develop services where none exist, maximize effective use of available resources, and reduce dependence upon others.

Service coordination can be the additional assistance a person with varied and sometimes intense needs requires to have a high quality, cohesive lifestyle. It is designed to increase appropriate use of existing community support services, coordinate and/or develop services where none exist, maximize effective use of available resources, and reduce dependence upon others. The Alabama Department of Mental Health and Mental Retardation, Division of Mental Retardation (1994), has identified seven roles in which a Service Coordinator services. These roles include:

1. **Empathetic Listener**—Actively listens and discusses topics with the individual and family. Also listens reflexively, providing feedback to promote clarity and understanding of what the individual has said and means.

---

[1] ***Linda Nutt**, Transition Specialist, LMN Enterprises, Inc., PO Box 451, Northport, AL 35476; **Tricia Wiggins**, Transition Coordinator; **Jeanette DeVaughn**, Service Coordinator; and **Ed Brand**, Service Coordinator, Futures Unlimited, PO Box 1730, Tuscaloosa, AL 35403.*

2. **Consultant**—Provides information and opinions when discussing topics and issues with the individual and family members.

3. **Resource**—Provides information regarding needed services or supports available to the individual.

4. **Enabler**—Assists the individual in learning how to access services for him or her self.

5. **Mobilizer**—Works with the individual to identify potential resources and form links with others who can provide specific assistance in meeting the needs of the individual.

6. **Mediator**—Works with supports or agencies to encourage positive relationships.

7. **Advocate**—Provides individuals and families with information and skills to protect their rights, negotiate with those who make policies, and create opportunities for the development of policies which will be of benefit.

All Service Coordinators who are employed by the Division of Mental Retardation, or other contracted entities, are trained in how to effectively function within these roles. Ultimately, the values or beliefs stated earlier serve as the foundation which guide and support the Service Coordinator in his or her role when working with individuals and families.

How does service coordination work in tandem with the efforts of education and other agencies? Mr. Ed Brand, Ms. Tricia Wiggins, and Ms. Jeanette DeVaughn, each Service Coordinators with *Futures Unlimited*, will each share their insights with you to illustrate how service coordination works.

Not all individuals with disabilities need service coordination. Some might need it for a short period of time while others with intensive needs might require service coordination or case management assistance throughout their lives.

Ed Brand

I am the newest member of the Futures Unlimited team. We provide service coordination to teens and their families so they can move into an adult lifestyle they have planned for themselves when they leave school. I have to tell you that since I started working with this project, I have become a believer that each individual has potential which is often unrealized and not supported by those who know the person. During the past 3 months I have seen many young people accomplish things I would never have believed possible. I have to admit I was skeptical of their abilities and potential. I now know that I must look for opportunities for each young person to begin thinking of him or herself as a capable individual who can act on his or her dreams as a teen and an adult.

Jeanette DeVaughn

I'm going to briefly tell you about Joe, young man I have known for the past two years. When Joe graduated from high school at age 18, he wanted to work and hoped to be hired to work at his former high school in the cafeteria. That plan didn't work out. Joe was a good candidate for work as he had some work experience he had gained during high school and had worked several summers

as a summer youth worker. Joe had a problem though. He lived in a rural area 30 miles away from the closest town and had no transportation.

Joe found a part-time job with the help of a local supported employment organization, began living with his brother in Tuscaloosa during the week while he worked, began making new friends through a jobs club and social group, and is studying to get his driver's license. Joe plans to move into his own apartment eventually, get a full-time job, and maybe get married.

Joe has needed a lot of help during the last two years pulling together the resources which have enabled him to achieve his current level of success and independence. Joe's mother has also needed a lot of support to allow Joe to spread his wings. Joe needed clothes and instruction in basic daily living skills as he moved into a role which put him in contact with the public at work. He needed the help of a job coach in his job initially. He also needed help in negotiating the SSI maze. An ongoing need of Joe's relates to transportation. He currently rides the bus to and from work. Joe depends on his brother for most of his other transportation needs. He and his brother frequently go home to visit their mother on weekends.

Joe has been fired from a job, has learned that he must save for "special" purchases or occasions, and has become a more self-reliant, outgoing person than he was even just a year ago. Joe is living the life he dreamed about as a high school student. The determination of the team of people who care about Joe have helped make Joe's dreams begin to come true.

Tricia Wiggins

The young lady I'm going to tell you about has also begun living the life she dreamed about. Alice is a senior in high school this year. At the beginning of school this year, Alice, her primary teachers, me, the school Principal, her Vocational Rehabilitation counselor, and mother all met to review her IEP. Alice had attended another school the previous year. At this meeting, after considerable discussion, the group agreed that the IEP needed to be modified to reflect more vocational opportunities and less classroom based academic instruction.

Alice was dying to go to work, immediately, as part of her school program. The team decided to refer her to the work experience program operated by the school system. This was not meant to be, however. Instead, Alice was enrolled in a job readiness program operated by a local rehabilitation center. Ultimately, this same agency found Alice a job, provided a job coach and assisted her in being assimilated into the work place culture.

Transportation was a hurdle to overcome in Alice's situation just as it was for the other young person you heard about. Alice was going to need transportation from school to her job and maybe home each day she worked. After investigating available transportation resources the decision was made that Alice could use a cab, that the cost could be written into a Plan for Achieving Self Sufficiency (PASS) and she could be working on getting a driver's permit at the same time.

Transportation was a hurdle to overcome in Alice's situation just as it was for the other young person you heard about. Alice was going to need transportation from school to her job and maybe home each day she worked. After investigating available transportation resources the decision was made that Alice could use a cab, that the cost could be written into a Plan for Achieving Self Sufficiency (PASS) and she could be working on getting a driver's permit at the same time.

As with the young man Jeanette told you about, Alice's mother needed a lot support and reassurance from all the team members that Alice could succeed and that problems or obstacles would be overcome, one by one, as they arose. Although the group's hopes were dashed when they found out that Alice could not be served by the school's work experience class, they found another way of assisting Alice in gaining work experience. Service coordination explores and sometimes creates new resources. It worked for Alice and works for many other individuals with disabilities.

Summary

Service coordination services is the glue that ties resources and parts of the person's life together. Parents who have been arranging for their children to receive specific services and supports have been functioning as Service Coordinators since the beginning of time. The same holds true for teachers and other agency personnel. Service coordination does not attempt to supplant the efforts of other agencies. Rather, it is a process by which the efforts of the individual, his or her family, and agency representatives are supported. Not all individuals with disabilities need service coordination. Some might need it for a short period of time while others with intensive needs might require service coordination or case management assistance throughout their lives.

Greater Birmingham's Summer Youth Employment and Training Program [1]

Gary Edwards, Beulah Brown, Dan Roth, Allison Norton, Bertha Morgan, Kareen Latham [2]

Students with severe disabilities face an uncertain future in regard to employment. If we are to make a significant impact on the lives of these individuals, we must develop unique and innovative approaches to provide training and work opportunities. Successful transition from school to work has been a significant problem for special education students for many years. Almost everyone is born with a need to work and feel productive. Work is the most central adult activity and is the cornerstone on which we are generally judged.

The Summer Youth Employment and Training Program, developed by United Cerebral Palsy of Greater Birmingham, Inc., provided a unique approach to assisting students with severe disabilities to have employment opportunities. The program was directed toward students with severe disabilities ages 14-21 who were in special education classes in Birmingham, Jefferson County, Hoover, and Bessemer School Systems. A total of 66 students who would not otherwise have had summer job opportunities were served in the program. The success of the program was truly a result of the cooperation between the schools, parents, state agencies, and the JTPA program staff.

The Summer Youth Employment and Training Program, developed by United Cerebral Palsy of Greater Birmingham, Inc., provided a unique approach to assisting students with severe disabilities to have employment opportunities. The program was directed toward students with severe disabilities ages 14-21 who were in special education classes in Birmingham, Jefferson County, Hoover, and Bessemer School Systems. A total of 66 students who would not otherwise have had summer job opportunities were served in the program.

Academic enrichment was based on a functional curriculum, the Life Centered Career Education series, with classroom lessons complemented with community application of the information learned. For example, the students visited the bank to open accounts as a part of the lessons regarding budgeting and money management. Work experience was supervised constantly by transitional work specialists who were staff members of the program. Problems encountered in the job were discussed within

---

[1] *United Cerebral Palsy of Greater Birmingham, Inc., and funded through Jobs Training and Partnership Act*

[2] ***Gary Edwards**, Ph.D., Executive Director, United Cerebral Palsy of Greater Birmingham, 2430 11th Avenue North, Birmingham, AL 35234; **Beulah Brown**, Employment Planner, 2430 11th Avenue North, Birmingham, AL 35234; **Dan Roth**, Instructor, Supported Vocational Employment, Dabbs Vocational School, 5191 Pine Whispers Dr., Birmingham, AL 35210; **Allison Norton**, Teacher/Coordinator SYETP, Simmons Middle School, 1575 Patton Chapel Road, Birmingham, AL 35226; **Bertha Morgan**, Teacher/Coordinator SYETP, Woodlawn High School, 5620 1st Avenue North, Birmingham, AL 35212; **Kareen Latham**, Teacher/Coordinator SYETP, Davis Middle School, 1224 Clarendon Avenue, Bessemer, AL 35020.*

the classroom setting and the students learned potential solutions to their job-related problems. A variety of work sites were involved including schools, county nursing home, recreation centers, child care facilities, and a civic center.

Opportunities for the Students

The students who participated in the program were students who, in the past, were considered too disabled to benefit from such a program. However, with recent changes in federal legislation such as the Americans with Disabilities Act (ADA) and a change in attitude from the general public, there is now a willingness to give the individual with severe disabilities an opportunity to demonstrate his or her abilities. The program provided tremendous opportunities for the students:

1. to participate in a real work program,
2. to be exposed to learning situations which had direct application to their job and skills they would need to be successful at work,
3. to have training in appropriate work behavior with direct application to a specific job,
4. to increase self-esteem by working,
5. from poor socio-economic backgrounds to earn money, and
6. to work with individuals who were non-disabled.

Opportunities for the Family

Families of students who are severely disabled many times are confronted with what their child cannot do. They feel that there is little hope that their child will be employed and they are very concerned about what will happen to their child after he or she graduates. This program has given the parents a new perspective on the abilities of their child. The families now have a vision of their child being a contributing member of society. The work experience hopefully will be viewed as a stepping stone to independence and to additional opportunities for their child.

This program has been successful in allowing school systems to look at the relevance of the curriculum and to consider changes needed to prepare their students for life after school . . . It is our hope that teachers will incorporate their experiences as part of a curriculum for the students with severe disabilities.

Opportunities for the School System

Another beneficiary of the program is the school system. One of the main focuses in special education today is transitional services for students in special education. The purpose of this initiative is to assist the special education student to successfully transition from school to work. This program has been successful in allowing school systems to look at the relevance of the curriculum and to consider changes needed to prepare their students for life after school. The Summer Youth Employment and Training Program had real life experiences such as going to a laundromat to learn independent living skills. It is our hope that teachers will incorporate their experiences as part of a curriculum for the students with severe disabilities. The concept is that the school system will integrate more community-based experiences into the total education of the student.

Opportunities for the Community

A very positive outcome of this program was the benefit to the community as a whole. Many business people and members of the general public are not aware of the abilities of the individuals served in the program. Many such people were educated about the possibilities by just seeing that these students were able to work and by seeing the students' enthusiasm for the opportunity to work. The students demonstrated that they are capable of doing an excellent job in appropriate work settings. Because of the success of the program, the business community will have a greater acceptance to giving an individual with severe disabilities a chance for employment.

Program Interaction with Other Community Services for People with Disabilities

The project can truly be said to have been successful because of the collaboration from the Hoover, Birmingham, Bessemer, and Jefferson County School Systems, the Alabama Department of Mental Health/Mental Retardation, the Jefferson County Personnel Board, staff members of the JTPA, and the Alabama Adult Vocational Rehabilitation Service. All of the agencies supported our efforts to assure that the program was a success. The program was observed by students and interns in general education from the University of Alabama in Birmingham. The students will now have a new vision of what is possible if students with severe disabilities are given an opportunity to work.

Demographic Information about Participants and Pre-Test/Post-Test Comparisons

Table 1

Life Centered Career Education Curriculum
Knowledge Battery Pre-Post Test

	Jefferson County Schools	Birmingham City Schools	Hoover City Schools	Bessemer City Schools	Total
Daily Living Skills					
Experienced an Increase	58%	48%	38%	70%	53%
Experienced a Decrease	32%	48%	62%	20%	40%
Remained Constant	10%	4%	0%	10%	7%
Personal Social Skills					
Experienced an Increase	90%	48%	13%	100%	63%
Experienced a Decrease	5%	52%	87%	0%	35%
Remained Constant	5%	0%	0%	0%	2%
Occupational Skills					
Experienced an Increase	63%	48%	38%	90%	58%
Experienced a Decrease	37%	48%	50%	10%	38%
Remained Constant	0%	4%	12%	0%	4%
Total					
Experienced an Increase	80%	48%	38%	90%	64%
Experienced a Decrease	20%	42%	62%	10%	32%
Remained Constant	0%	10%	0%	0%	4%

Table 2

United Cerebral Palsy of Greater Birmingham, Inc.
Summer Youth Employment and Training Program

Demographic Profile of Students

	Jefferson County Schools	Birmingham City Schools	Hoover City Schools	Bessemer City Schools	Total
Sex					
Male	16 80%	14 64%	5 50%	9 70%	44
Female	4 20%	8 35%	5 50%	4 30%	21
Age Group					
14	0 0%	0 0%	0 0%	6 46%	6 9%
15	2 10%	0 0%	3 30%	3 23%	8 13%
16	7 35%	3 14%	0 0%	3 23%	13 2%
17	4 20%	2 9%	3 30%	0 0%	9 14%
18	5 25%	7 32%	0 0%	1 8%	13 20%
19	2 10%	6 27%	2 20%	0 0%	10 15%
20	0 0%	4 18%	2 20%	0 0%	6 9%
Ethnic Groups:					
Black	6 30%	21 95%	1 10%	12 92%	40 62%
White	14 70%	1 5%	9 90%	1 8%	25 38%
Other	0 0%	0 0%	0 0%	0 0%	0 0%
Educational Level					
Educable Mentally Retarded	15 75%	0 0%	4 4%	8 62%	27 41%
Trainable Mentally Retarded	5 25%	19 86%	3 30%	4 30%	31 47%
Orthopedical or Other Health Impairment	10 0%	0 0%	0 0%	1 8%	1 2%
Multiple Handicapped	0 0%	3 14%	2 20%	0 0%	5 8%
Emotional Conflict	0 0%	0 0%	1 10%	0 0%	1 2%

Family Involvement in Supported Employment

Daniel Lustig[1]

The transition to adulthood for a person with mental retardation is a stressful time not only for the individual but also for the family (Ferguson, Ferguson, & Jones, 1988; Hanley-Maxwell, Whitney-Thomas, & Pogoloff, 1995). The family of the individual who makes the transition from school to work is an important factor in the success of the transition (Hanley-Maxwell et al., 1995; Wehman, Sale, & Parent, 1992). While transition impacts the individual and the family in a number of ways (Ferguson, Ferguson, & Jones, 1988; Hanley-Maxwell et al., 1995), employment is an integral part of the transition experience for persons with mental retardation and their families' (Revell, Wehman, Kregel, West, & Rayfield, 1994). For persons with mental retardation, supported employment has been the primary means toward competitive employment. (Wehman & Kregel, 1992).

Parents commented that supported employment had been a positive influence on their son or daughter's feelings of self worth and self esteem.

In this study, parents were surveyed about their experiences with supported employment and measured on a number of important family dimensions. The results describe the way these families function and provide clues about the way they perceive supported employment for their child. The results of this study adds to our understanding of the impact of supported employment on the family, but also adds to our knowledge of family functioning after the son or daughter makes the transition. Also, parents provided comments about their experiences with supported employment.

Positive Feelings

Parents commented that supported employment had been a positive influence on their son or daughter's feelings of self worth and self esteem. Typical comments were that supported employment *"builds her self esteem"* and *"makes her feel good about herself."* Contributing to these feelings of self worth were the parents' belief that their sons or daughters were proud that they could work like others in society. Parents stated that their sons or daughters felt like *"one of the crew"* and had developed friendships at work. The parents tied their son or daughter's increased self esteem to their integration into the competitive work world. Thus, aspects of work life that persons without disabilities consider important, such as receiving a paycheck and feelings of competence about employment, were of great importance to the parents of the supported employees.

Concerns

Parents expressed concerns about their son or daughter's interactions with co-workers and supervisors. Typical comments were that their son or daughter was not *"always treated fair"* and that there was *"sometimes a lack of understanding by [the] employer of differences between cognitively disabled and regular workers."* One parent stated that she was *"sometimes afraid people will take advantage of my son because of . . . his disability."* Parents also expressed concerns about the impact of supported employment on family life. Specifically, concerns were expressed about providing

---

[1] *Dr. Lustig is an Assistant Professor, Department of Rehabilitation and Special Education, College of Education, Auburn University.*

transportation to and from the work site, and providing supervision during non-work day hours. Typical comments related to transportation were that *"transportation will be . . . a problem [because] we will need to transport for three hours of work two times daily, a total of sixty miles."* Another parent commented that one of the least satisfying aspects of supported employment was *"all of the chasing involved as we transport her to and from work."*

Parents expressed concerns about the limited number of hours worked per week. In this study, two-thirds of the supported employees worked 20 hours or less per week. One parent stated that it was a *"challenge . . . finding care for her, since she is only gone three and a half hours per day."* Another parent commented that *"the job is only two and a half hours per day, while sheltered workshop is from 9:00 to 3:30. I prefer a longer day."* One parent connected the concerns about transportation and limited hours by stating: *"All three of us have different work hours. It was hard getting him to work from 10:00 am to 2:00 pm."*

Family functioning also was described in this study. Most families were functioning in positive and cohesive manner. One group of families felt that life was meaningful and felt valued for their efforts. Another group of families felt a sense of togetherness, closeness and unity. A small group of families, however, were having problems coping. They tended to have a lower sense of meaningfulness in life, believe that they are not in control and show less understanding towards other family members.

So what does this tell us about these families? First, even though these families have different experiences than other families, these families like families in general are functioning successfully. Second, there are a group of families who are not functioning very well. These are families which may be more likely to experience a family crisis. These families may need family support services. Third, with respect to the concerns expressed by parents about supported employment, interventions directed towards improving co-worker relations and reducing the family disruptions associated with supported employment work schedules would help in reducing supported employment related stressors for these families.

References

Ferguson, P., Ferguson, D., & Jones, D. (1988). Generations of hope: Parental perspectives on the transitions of their children with severe retardation from school to adult life. *Journal of the Association of Persons with Severe Handicaps, 13,* 177-187.

Hanley-Maxwell, C., Whitney-Thomas, J., & Pogoloff, S. (1995). The second shock: A qualitative study of parents' perspectives and needs during their childs' transition from school to adult life. *Journal of the Association of Persons with Severe Handicaps, 20*(1), 3-15

Revell, W., Wehman, P., Kregel, J., West, M., & Rayfield, R. (1994). Supported employment for persons with severe disabilities: Positive trends in wages, models and funding. *Education and Training in Mental Retardation and Developmental Disabilities, 29*(4), 256-264.

Wehman, P., & Kregel, J. (1992). Supported employment: Growth and impact. In P. Wehman, P. Sale & W. Parent, (Eds.) *Supported employment - strategies for integration of workers with disabilities* (pp. 3-28). Boston, MA: Andover Medical Publishers.

Wehman, P., Sale, P., & Parent, W. (1992). *Supported employment: Strategies for integration of workers with disabilities.* Boston, MA: Andover Medical Publishers.

West, M. D. (1992). Job retention: Toward vocational competence, self management, and natural supports. In P. Wehman, P. Sale & W. Parent (Eds.), *Supported employment: Strategies for integration of workers with disabilities* (pp. 176-208). Boston, MA: Andover Medical Publishers.

Red Level's Print Shop

Sharon Dye[1]

The "Learning for Life" Curriculum is an excellent motivator for student development, as well as for the educators involved that work to overcome the constraints of the traditional educational model to help meet the needs of all students. This curriculum allows students, teachers, and members of the Red Level community an opportunity of positive interpersonal relationships with each other. The "Learning for Life" Program provides experience for students to learn about and prepare to engage in the world-of-work.

As an entrepreneurial model, the "Learning for Life" Program:

1. serves as vocational education and training of students in the rural area of Red Level, Alabama;

2. provides training of specific skills needed in particular jobs as well as a general orientation to the world of work;

A new spirit of vision, hope, and confidence exists at Red Level School as a result of the "Learning for Life" Program which utilizes an entrepreneurial development of a print shop made possible by the Program for Rural Services and Research at the University of Alabama.

3. assists students in formulating realistic self-concepts, applying basic academic skills to meaningful work, and developing positive attitudes about work;

4. provides on-the-job training, meaningful work which will result in meaningful wages and on-going support; and

5. provides opportunities for positive school/community relations.

Program Overview

A new spirit of vision, hope, and confidence exists at Red Level School as a result of the "Learning for Life" Program which utilizes an entrepreneurial development of a print shop made possible by the Program for Rural Services and Research at the University of Alabama. This comprehensive program addresses academic skills in a vocational classroom setting. The "Learning for Life" Program also utilizes an entrepreneurial model to apply classroom instruction. Classroom instruction includes the teaching of basic academics incorporated into a vocational curriculum.

---

[1] *Sharon Dye, Special Education Teacher, Mental Retardation, PO Drawer D, Red Level, AL 36474.*

Specific Strengths of the Program

1. *Student participation*—with improved achievement, the risk of dropping out of school is decreased linked with success in life.

2. *Assistive technology*—the students are introduced to modern technological equipment which allows job training experience.

3. *Parental involvement*—parents are encouraged to visit the program site and support the job training activities.

4. *Community involvement*—students provide printing services to the community; a way of giving back to the community that builds community awareness and school/community relations.

5. *Transition*—the "Learning for Life" Program helps the students move from the school setting into the "real" world successfully by securing jobs and living independent lives.

Program Services

The Red Level Print Shop is a small printing business located at Red Level School in Red Level, Alabama. Now in its 4th year of operation, the print shop has a waiting list of students wanting jobs in the print shop. The shop employs 5 part-time students that are paid minimum wage for work done in the print shop. Also, the shop has 5 teachers that serve as instructors.

The print shop allows training of students to operate printing equipment while teaching other job skills. Because of the complexity of the operating some of the equipment such as the offset press, much training is needed before the students are allowed to operate the equipment independently. Students seem to enjoy the teaching method of the program because it gives them hands-on experience. The method of teaching allows the students actual experience in the world of work including earning money.

As a printing business, services are offered to the community and local business, the county school system, other local school systems, and all the schools in the PACERS Cooperative. The demand for our printing services has increased dramatically for the school year 1995-96, due to the recognition the print shop received from the State Department of Education as an exemplary model of innovative teaching. In addition, Red Level's Print Shop has been recognized several times in the Andalusia Star News for its innovative approach, and featured on WSFA Channel 12 in Montgomery, Alabama for being a 'Class Act' in education. On March 1, 1996, the "Learning for Life" Program was presented at the Transition VI Conference at Auburn University in Auburn, Alabama as a model for transition in schools. Due to this recognition, along with personal contact, our printing business has been promoted without the use of promotional strategies.

Evaluation of the Program

The "Learning for Life" Program is evaluated yearly to determine the effects of the intervention program for at-risk students at Red Level High School. Evaluation of growth and change within the cognitive and affective domains are measured by (a) looking at test achievement, (b) attendance, (c) program holding power, and (d) student performance using pre-posttest results and teacher records.

Summary

The Red Level Print Shop creates jobs for students that are not available in a small rural community. The print shop allows students the opportunity to apply what they learn through the entrepreneurial development of a print shop and the "Learning for Life" Curriculum. The "Learning for Life" Program is a comprehensive program that addresses fundamental academics in a vocational classroom setting. The program is a reflection of not only the needs of the students, but also the needs of a rural community. The Red Level Print Shop is a viable business according to financial records and deemed successful in meeting the printing needs of the community, county school system, and the PACERS Cooperative of small schools.

Other schools could replicate this innovative approach to teaching academic and life skills to at-risk students. The effectiveness of this program prevents students from becoming susceptible to delinquency, substance abuse, dropping out, and other maladies often resulting from school failure. An increased emphasis on teaching skills, school improvement plans based on the most current data available, a strong curriculum, ever-improving school leadership, and conscious effort to go beyond traditional remedial programs all seem to impact positively on the at-risk students. This approach to teaching is a much needed way of school reform—**BETTER SCHOOLS BUILDING BETTER COMMUNITIES.**

Madison County's Technical Center for World of Work

P. J. Cormier[1]

In 1994, Madison County Technical Center, in conjunction with Madison County Special Education Services, implemented the World of Work Program to assist students with disabilities in the transition from school to work. The purpose of this Program is to provide job readiness training and guided career exploration experiences for identified students wiht disabilities. The Program, which builds on the life skills special education curriculum in the local high schools, initiates career preparation which prepares students to become more independent, self-supporting adults.

The Program provides job readiness training and guided career exploration experience for identified students with disabilities.

The Program helps students establish realistic career goals, develop an understanding of the necessity to work, and introduce them to a variety of available careers with related non paid work experience. This is accomplished by combining practical hands-on community work experience with the classroom instruction. Als taught are self-management skills, team work, decision making, and problem solving.

The goal of the world of work program is to provide job readiness training and guided career exploration experience for identified disabled students. The program initiates career preparation leading students to become independent and self supporting adults.

Targeted job cluster areas are food service, health occupations, maintenance, housekeeping, retail-wholesale, distribution-warehousing, office-clerical services, manufacturing, child care, and animal care. Job titles may include, but are not necessarily limited to dishwasher, food preparer, nurse's aid, custodian, maid, laundry worker, cart attendant, courtesy clerk, file clerk, and factory worker.

Participating students are referred by the special education teacher and vocational evaluator. The students must be at least 16 years of age and in the 10th grade. Information needed for determining the appropriateness of the Program for an individual student includes (a) an individual vocational assessment, (b) a current individualized education plan or 504 plan, (c) the attendance record, a completed work habits rating sheet, and (d) the previous academic history.

Community-based instruction involves rotating students through work experiences at various community job sites. Vocational assessment, instruction, and job training are conducted while at the community job sites. These experiences provide information regarding each student's strengths and weaknesses, likes and dislikes, and necessary adaptations in a range of vocational options. The students do not receive monetary compensation since this is a training program. Guidelines of the Fair Labor Standards Act for unpaid work experience are followed.Related instruction is provided in the classroom. The textbooks used are *Entering the Work of Work* and *Career Skills*. Supplemental materials are also used to produce additional activities.

The instructional staff includes two special education certified teachers, a vocational certified teacher, one teacher assistant in the am class, and three teacher assistants in the pm class. At present,

---

[1] *P. J. Cormier, Special Education Instructor, World of Work, Madison County Technical Center, 1275 Jordan Road, Huntsville, AL 35811.*

the program is housed at the Madison County Technical Center and accommodates sixty identified disabled students from six different high schools.

The participating business industry includes Kroger Grocery Company, Disc Manufacturing, Inc., SCI systems, Holiday Inn Space Center, Radison Suite Hotel, Huntsville Hilton Inn, The Mill Eatery, Bakery and Brewery, Wal-Mart, Quincy's Restaurants, and Parkview Health Care Center which are all located in Huntsville, Alabama. Some of the above businesses have employed twelve of our students through paid work after school hours and weekends.

How to Win Friends and Influence Your Community

Susan Ellis and Charlotte Bell[1]

This workshop allows participants to discuss and create new ways of defining friendships and creating opportunities for true friendships between persons with significant disabilities and those without disabilities. Friends can't be "chosen" for others, but setting up a multiplicity of opportunities where a friendship might be sparked will enable the person with a disability to develop "typical" friends and be integrated into regular community activities.

Why is this important? Most people have a wide variety of friends. There might be neighborhood friends, work friends, church, school, or club friends. Some relationships are close, others are more casual. All too often for persons with disabilities, all their friends can be categorized as either a person with a similar disability or a care giver. Although it is certainly acceptable for persons with disabilities to have friends who fall into both these categories, everyone needs a variety of friends for different kinds of support and interaction.

Who takes the lead in creating opportunities? Traditionally, it has been a family member who has assumed responsibility for creating friendship opportunities. Most likely, this will continue to be the case. However, in many places schools are taking the lead. School administrators and teachers are seeing this as a part of their responsibilities. Bosses and co-workers can also step forward here. Probably a collaborative effort works best!

How can one get started? What are the essentials for consideration?

- Consider the settings where opportunities might take place (i.e., school, extracurricular activities, work, community, recreational, religious, home).
- Consider the players. What is important in choosing the people to be involved? (i.e., commonalities, mutual benefits, proximity)
- Around what activity might an opportunity be created? (i.e., an event, club/organizational activities, common interests)
- What support or set up will be involved? (i.e., phone calls, car pool, securing a site)

Workshop facilitators and participants share and brainstorm about:

- Developing a network or telephone friends.
- Invitations that are "too good to pass up". Create offers they can't refuse and don't focus on "whose turn" it is to reciprocate.
- List a full spectrum of possible interests and places where people who share the interests congregate. Be sure to include civic/business clubs and organizations, churches, community recreation centers, sports, cultural, lectures, classes-any place that people in your community spend time for pleasure. These are places for people with disabilities too!
- Creating a circle of friends for the person with the disability. This can be a formal or informal process to widen the number of people without disabilities who are voluntarily involved with the focus person on a regular basis.

Finally, the workshop participants construct a friendship pin as a memento to remind them of the significance to everyone of old friends, new friends, and developing friends with a person with disability.

---

[1] ***Susan Ellis**, Parent, 1757 Carovel Circle, Birmingham, AL 35216; **Charlotte Bell**, Parent, 2107 Chestnut Rd., Birmingham, AL 35216.*

Partnership in Action: Vocational Rehabilitation, Special Education, Vocational Education Collaboration in the High School

Robin A. Groves, Wendy Baker, Jerry Williamson, Gail Swarthout, and Glennie Melton[1]

Providing appropriate educational and employment opportunities for youth with disabilities has posed significant, long-standing problems for our nation's citizens, employers, policy makers and educators (Rusch & Phelps, 1987). Problems such as a lack of coordination and cooperation between professionals, inadequate resource development and poor transition planning constitute major barriers in the lack of success in integrating individuals with disabilities into the workforce (Langone, Crisler, Langone & Yohe, 1992: Szymanski, Hanley-Maxwell & Asselin, 1990).

Unfortunately, outcomes of youth with disabilities exiting public schools have not improved significantly during the last decade (Kohler, 1993), including persistently high rates of underemployment and unemployment (Kortering & Edgar, 1988). Therefore, it seems apparent that some type of change in the way students are prepared and the mechanisms professionals employ are seriously needed. Strides have been made in clarifying the roles and responsibilities of key players in the transition process (DeFur & Taymans, 1995; Langone et al., 1992; Szymanski, Hanley-Maxwell & Asselin, 1990), as well as identifying "best practices" offering promise for improving post-school outcomes for special needs students (Kohler, 1993; Rojewski, 1992). One such practice is a highly developed trans-disciplinary approach involving the major providers of services for this population: special education, vocational education and vocational rehabilitation.

Although the transition partnership described in this paper is relatively new, preliminary outcomes are impressive. Since the implementation of this program in 1991, 24 students earned certificates, and four graduated with diplomas; there were no dropouts . . . success is largely predicated on the ability of the individuals involved (i.e., students, teachers, employers, agency staff, parents, etc.) to plan a common goal and use one another to address the universal issues of limited resources and personnel already overburdened with responsibility.

Numerous authors have discussed the *"how-to's"* of interagency collaboration. Wehman (1990) states that while rehabilitation counselors can play a major role in bridging the gap between school and work, for example, they must be physically present and available to teachers, work-study coordinators and others involved in working with students. Szymanski, Hanley-Maxwell and Asselin (1990) advocate team sharing of information, but having service

---

[1] ***Robyn Groves**, Doctoral Student, Department of Rehabilitation and Special Education, Auburn University; **Wendy Baker**, Transition Specialist, Opelika High School, 1700 Lafayette Parkway, Opelika, AL 36801; **Jerry Williamson**, Vocational Education Teacher, Floral Design and Horticulture, Opelika High School; **Gail Swarthout**, Teacher, Family and Consumer Sciences, Opelika High School; and **Glennie Melton**, Rehabilitation Counselor, Adult Vocational Rehabilitation Services, 520 W. Thomason Circle, Opelika, AL 36801.*

delivery coordinated by one or two primary facilitators with other team members serving as consultants. Provision of systematic vocational assessment and evaluation is yet another important stipulation (Langone et al., 1992; Lichtenstein, 1993; Rojewski, 1992; Tech Prep Advocate, 1994). Two additional needs seen over and over again in the literature are the call for increased community-based learning and involvement (DeStefano & Wermuth, 1993; Hanley-Maxwell & Szymanski, 1987; Rusch & Phelps, 1987; Steere, Wood, Pancsofar & Rucker, 1993; Udvari-Solner, Jorgenson & Courchane, 1992). Another critical consideration is the acquisition of work-specific skills and competencies needed for competitive employment and/or continued education (Hazelkorn & Lombard, 1994; Kohler, 1993; Lombard Hazelkorn & Miller, 1995; Rojewski, 1992). The remainder of this paper discusses a program implemented by a small Southern school district in which these variables have been incorporated in secondary-level student assistance and planning.

Program Structure and Initial Process

In similar fashion to another program existing in Birmingham, Alabama (Lavender, 1992), transition services begin with identification of incoming high-school students (9th graders) with disabilities who have been enrolled as special education(SPED) students. Although at present approximately 90% of the students receiving transition services through this program are diagnosed mildly intellectually disabled, individuals with emotional conflicts/behavior disorders and/or learning disabilities are also served.

After transfer of student records from middle schools to the high school, information for SPED students is automatically provided to the rehabilitation counselor assigned to the school district. (Alabama has, since the 1980's, taken progressive steps in addressing transition issues [Browning, Brown, & Dunn, 1993]. In response to findings from the above-referenced evaluation of secondary programs for persons with disabilities, an interagency agreement was generated in which each school system would have a designated vocational rehabilitation [VR] counselor from the state agency to participate in transition planning). A form requesting permission to add the student to the counselor's caseload is then sent to the parent(s) and copied to the school. Students added to the caseload are then scheduled for a vocational evaluation provided through VR. This evaluation is generally conducted within three months of the student's matriculation at the high school. Results of the evaluation are given to the transition specialist located at the high school and used as the basis for developing the student's Individualized Education Plan, or IEP, as well as the transition component of that plan, or ITP.

In conjunction with the systematic sharing of records, the transition specialist/special educator and the vocational rehabilitation counselor have set up a weekly schedule in which the VR counselor is on-site at the school one day per week. During these visits, the counselor meets with teachers, students and consults with the transition coordinator. In this way, each party is promptly made aware of updates, new students and progress and any need to alter services or amend/append written documentation. Information generated from the VR counselor/SPED teacher meetings is used in preparing the VR counselor's case progress report. This triangulation of methods (document sharing & review, professionaland student and professional and professional interaction) eases the burden on each party and is cited by authorities as essential to effective coordination of services (Johnson, Bruinicks, & Thurlow, 1987).

In addition to the coordination with VR, the school has established an in-house process in which students simultaneously begin to participate in the Work Instruction program and receive instruction in vocational education, beginning with adaptive keyboarding and the Home & Family course. Again, the school has structured its curriculum such that all ninth graders not only have the opportunity, but are required to be involved with these activities. This arrangement is in stark contrast to that typically

reported in the literature, which generally reports that special education students often have difficulty obtaining vocational education training, both because of lack of planning or instructor and/or administrative opposition to their participation (Hazelkorn & Lombard, 1994; Lombard, Hazelkorn & Miller, 1995). Additionally, the Work Instruction program (beginning with jobs on-campus and gradually moving towards competitive community placement) and early involvement in vocational education allow the student to sample or experience a number of jobs and develop marketable skills prior to graduation (Ward, Murray & Kupper, 1991). This allows the individual, parents and staff to identify preferences and strengths in vocational settings (Udvari-Solner, Jorgensen & Courchane, 1992).

During the student's initial year in high school, he or she is thus already becoming significantly involved in the transition process. Students begin by attending classes that are strictly special education, such as adaptive keyboarding and a job readiness class taught by the transition specialist. In the job readiness class, the teacher is often assisted by either undergraduate practicum students in rehabilitation or a master's level intern completing a fifth-year degree program in transition services. Both of these university-based groups come into the classroom with multidisciplinary training, allowing them to be directed by the teacher in many relevant activities, such as classroom instruction, job coaching, placement monitoring and other activities. Using the *Life-Centered Career Education* program by Donn Brolin, lesson plans are prepared from those materials, with pre-instructional levels and competency attainment measured by the tests provided in the program. Once students demonstrate mastery of set goals/competencies specified by the instructor, and demonstrate acceptable work behaviors on their school-site, non-paid Level I job, they are then considered ready to progress to Level II work instruction.

For both Level I and Level II positions, the focus is on providing work exposure for students in order to facilitate development of occupational skills. These are structured for students not yet ready to be competitively employed or placed in an uncontrolled/unsupervised work environment. School-based work instruction is provided in the student's home school (Level I) or in another school within the school system (Level II). In both cases, students receive course credit, but no pay for this experience. Close supervision is provided by school staff or professionals-in-training such as practicum students.

Placement sites (e.g., in the school cafeteria, media center, grounds and maintenance, computer lab, etc.) are identified by school personnel. A job and task analysis is performed by the teacher or university interns delineating the functions of each job and providing a sequential training plan for each. The student trainees work alongside competitively employed workers who may or may not be disabled, and perform a variety of real work tasks. However, at this level students often perform only parts of a job rather than the complete job, with intensity of supervision being determined by their individual needs. Acquisition of skills and level of supervision required is documented on each student for each site and job description for which he/she trains. Typically, students remain on a given job site for a full academic quarter (nine weeks) although this may vary depending on the mutual needs of the student and the site staff.

Placement sites (e.g., in the school cafeteria, media center, grounds and maintenance, computer lab, etc.) are identified by school personnel. A job and task analysis is performed by the teacher or university interns delineating the functions of each job and providing a sequential training plan for each. The student trainees work alongside competitively employed workers who may or may not be disabled, and perform a variety of real work tasks.

Notations are also placed in student files regarding types of environmental and job specific adaptations necessary to maximize the student's ability to perform the job. If a determination is made that adaptive equipment is needed in order to enable the student to perform the job, VR will pay for such equipment if the student has been determined eligible and other sources (e.g., school, student/student's family) cannot pay. Records from each site are used for the student to plan additional training experiences and provide information valuable in future job placement.

When students reach the tenth grade, they choose whether or not they wish to continue in vocational education. If the student chooses to do so, he/she may train in one of eight vocational areas taught at the school. Students may take one quarter in a certain area and then opt to take a course in a different area. By the end of the tenth grade or beginning of the eleventh, students are allowed to select a course of study in which they can concentrate through their senior year.

In terms of additional transition activities, classroom work readiness training may be ongoing using the LCCE modules. These address functional needs such as social skills, money management, resume writing and job interviewing, etc. The student will also be participating in supervised work activities on either Level I or Level II, as previously described. Both the vocational educator(s) and the rehabilitation counselor attend and participate in IEP/ITP planning, although the student is essentially in an "inactive" case status with respect to the rehabilitation system. Effort is expended at all times to keep professionals representing each discipline involved and updated. This again is in direct contrast to statements made in one study (Langone et al., 1992) in which rehabilitation counselors expressed frustration at not being invited to participate in planning or that when they did attend, their input was not seen as important to the other team members.

Advanced Techniques and Strategies

In the latter part of the tenth grade, or beginning of the eleventh, the system's cohesiveness in addressing needs of students with disabilities becomes more apparent. At this point, IEP/ITP goals will reflect one of several types of targeted employment (competitive, supported or sheltered) based on the student's current and projected needs. However, work experiences take a decidedly community-based approach. Dependent on student progress, he or she may be ready to move on to Level III work experiences. Such placements are based on a number of factors, but largely on information collected during the student's Level I and II instructional program. Level III work experiences occur at sites away from the school and are paid. Students work part-time either during or after the regular academic day for course credit. Job development is ongoing and undertaken by the transition specialist, rehabilitation counselor, professionals-in-training, and/or vocational education instructors if the position is relevant to their instructional area. Placement is made in accordance with the vocational assessment data obtained during the student's ninth grade year and his/her IEP/ITP goals.

For the Level III work position, the goal is mastery of a single job description for continued employment. The student is now transferred from trainee to employee status, and under the same regulations as a work-study student. Students at this level are fully integrated into settings in which they may be the only worker with a disability, and/or only person to be placed on that job rather than obtaining it on his or her own. Progress is monitored at minimum on a weekly basis by any one or more of several individuals, including the special education teacher, intern/practicum students, teacher aides, the VR counselor, etc. The school system and VR cooperatively address student needs such as assistive technology or transportation. VR will step in and assume the costs for these services if the school and/or family is unable to sustain the expense.

Back on campus, the vocational educators do their share in contributing to a diverse and community-based experience for special needs students. Although some class offerings (such as

Family, Food and Parenting) have sections set aside specifically for special education students, these are utilized only as necessary to provide additional preparation to progress to "regular" levels. In vocational education classes, students are educated alongside non-disabled peers. To the extent possible, classroom instruction and personal interaction is provided in such a way as to make these students indistinguishable from their mainstream peers. However, where accommodations are requested, the vocational educators can point to a wide array of adaptive tools or accommodations utilized in their respective classrooms. Modifications such as enlarged print handouts, simplified directions, one-on-one instruction, modeling/cueing and extended time on tests are routinely employed and incorporated into student IEP's. Physical modifications have also been provided through grant funds obtained by the school's vocational education staff. These include hydraulic tables and lowered sinks/counters in food preparation areas, as well as accommodations such as a range with controls located on the front of the appliance to ease access for wheelchair users. The family sciences/home economics department even use their own checklist of accommodations that they will provide to the student based on their extensive knowledge of the activities they teach. This activity on their part saves VR and special education time and effort in having to conduct a job/task analysis. This list is incorporated as part of the student's IEP/ITP document and also may be used when the student is placed in a job setting.

Besides addressing the classroom, the vocational education department includes special education students in work experiences which have been engineered to approximate settings in "the real world." For example, students enrolled in the child care vocational program may, as 11th and 12th graders, take care of faculty and staff member's children in an on-site day care provided on the school campus. Students in automotive technology work on paying customers' cars in an on-campus shop. Floriculture students actually staff and operate a for-profit floral shop in which they participate in all phases of staffing, including floral design, customer service and shop management. For students who will graduate having completed an entire sequence in a given vocational education area, the instructor for that occupational area takes on much of the responsibility for job placement of that student. Regardless of the student's classification and eligibility for rehabilitation services, such a placement "counts" for the vocational educator's expected "quota".

In the Level IV work instruction phase, seniors are paid and may work up to full-time status and concurrently receive credit towards graduation for this work. Students operating at this level are almost exclusively certificate-earning (vs. diploma track) students and are, at this point, considered fully transitioned. Upon leaving school, responsibility for their case is transferred to the VR counselor. The student is then able to receive continuing support from a familiar source and the VR counselor likely will obtain a successful placement since the student was on caseload and placed while still a student.

Program Outcomes

Although the transition partnership described in this paper is relatively new, preliminary outcomes are impressive. Since the implementation of this program in 1991, 24 students earned certificates, and four graduated with diplomas; there were no dropouts. Given the high special education dropout rate both nationally and for the state of Alabama, this is a very significant accomplishment. With respect to the student's involvement with vocational rehabilitation, closure rates (indicating successful rehabilitation) for students served since 1991 is 79. (78 of those students obtained competitive employment, with one entering sheltered employment). Additionally, after the ninth-grade requirement for enrollment in vocational education, all students to date have elected to voluntarily continue their participation in those courses during the tenth grade year. Again, this speaks to the effort put forth by the vocational educators and indeed the whole team in creating a

comfortable and relevant environment for students with special needs.

Efforts in gathering information concerning this type of program would not be complete without a most important component: investigating how it is perceived by the students being served. To accomplish this, a 45-minute long focus group interview was conducted with three special education students. Each student both attends classes and is employed at present through the efforts of the transition team. These students range from the tenth to the twelfth grade; two are black males; one, a white female. They were selected to participate in the interview on the basis of their current level status (III or above) and availability (e.g., presence in the classroom at the time). Time on the job varied from only a few weeks to almost two years. All three students were on Level III, but two of the students expressed the opinion that they would likely reach Level IV prior to leaving school. Information was not provided to the interviewer (first author of this paper) on diagnostic category nor on potential exit status (e.g., graduate versus completer). No prior arrangements were made that specific students would be interviewed prior to the beginning of the focus group session. Permission was obtained from each student to tape-record the session and to use quotes for inclusion within this paper.

The primary goal of the interview was to gain more information on the transition process and how the students viewed the program (what services were most or least helpful, etc.) Set questions were not prepared in advance in order to accommodate a potentially evolving focus for the group's interaction.

A number of areas of interest were touched upon during the interview. For example, for the entire group, each transition specialty had assisted in locating jobs for individual students (e.g., one was placed by the transition coordinator, one through his vocational education teacher, and one by the rehabilitation counselor). With respect to most and least helpful components of the program, answers were varied on the most helpful, but rather similar for least helpful, or more specifically the question, "What would you change if you could?" In terms of valuable activities, the group mentioned the employability skills class (*"That has really helped - we're communicating more . . . "*) and *". . . understanding the jobs . . . ,"* which was clarified to mean that students appreciated the opportunity to make the connection between classroom job-related information and that which exists in real-life settings.

A comment made by one student at the end was also very illuminating. He stated, *"Students who aren't interested should try it . . . Some don't because they're in these classes and feel embarrassed, don't want to take responsibility . . . If they'd try it, they'd feel good about themselves; it'd be better for them."*

Summary

A major transition issue for young people with disabilities is securing and maintaining employment (Ward, Murray & Kupper, 1991). Many factors have been involved in perpetuating un- and underemployment of persons with disabilities. Two contributing variables have been the approach to transition as a singular event during the student's last year of school (Udvari-Solner, Jorgenson, & Courchane, 1992) and lack of effective intra- and interagency collaboration (Bullock, Maddy-Bernstein & Matias, 1994). Another is the notable lack of access to vocational educational training by special education students (Browning, Brown & Dunn, 1993; Halpern, 1995). This exists despite studies like that of Miller, Rzonca & Snider (1991), who found that participation in vocational education in high school was a predictor of future involvement in postsecondary training. Also seen in the literature are the pronouncements of an increasingly technological workforce and workplace (Lombard, Hazelkorn & Miller, 1995), or that of McKenna and Ferrero (1991), which indicated that participation in vocational education was important in broadening career exploration and self-efficacy in pursuing choices such as nontraditional career fields. In an attempt to ameliorate

these unsatisfactory outcomes, research has sought to identify "best practices" associated with positive postschool outcomes. Authors such as Kohler (1993) and Dykman (1995) cite components such as interagency collaboration and cooperation, vocational assessment, vocational skills training, career education curricula, and paid work experience during high school.

The program described in this paper has taken many of these issues and addressed them in a comprehensive manner. It illustrates that, as in a similar rural model project in New Mexico described by Lindsey and Blalock (1993), success is largely predicated on the ability of the individuals involved (i.e., students, teachers, employers, agency staff, parents, etc.) to plan a common goal and use one another to address the universal issues of limited resources and personnel already overburdened with responsibility. It is still difficult, due to the relative newness of this program, to determine its ultimate impact in facilitating improved post-school transition. However, the results thus far are encouraging and appear to warrant replication elsewhere, in addition to follow-up both programmatically and as a larger contribution to the literature.

References

Serving special needs learners in vocational education: Effective practices and strategies. *Tech Prep Advocate* (January, 1994), 1(2), 6-7. Author.

Browning, P., Brown, C., & Dunn, C. (1993). Vocational preparation and interagency cooperation with Alabama's secondary special education programs. *Alabama Council for Exceptional Children Journal, 10*(2), 3-9.

Bullock, C.D., Maddy-Berstein, C., & Matias, Z.B. (1994). Effective technical assistance for transition programs: What's needed. *Journal for Vocational Special Needs Education, 17*(1), 8-11.

DeFur, S.H., & Taymans, J.M. (1995). Competencies needed for transition specialists in vocational rehabilitation, vocational education, and special education. *Exceptional Children, 62*(1), 38-51.

DeStefano, L., & Wermuth, T.R. (1993). IDEA (P.L.101-476): Defining a second generation of transition services. In Rusch et al. (Ed.), *Transition from school to adult life: Models, linkages and policy*. Pacific Grove, CA: Brooks-Cole.

Dykman, A. (1995). One-stop shopping Vocational Education Journal, 70(8), 34-38.

Halpern, A.S. (1985). Transition: A look at the foundations. *Exceptional Children, 51*(6), 479-486.

Hanley-Maxwell, C., & Szymanski, E.M. (1987). School-to-work transition and supported employment. In Parker and Szymanski (Ed.), *Rehabilitation counseling: Basics and beyond* (2nd ed.). Pro-Ed: Austin, TX.

Hazelkorn, M.N. & Lombard, R.C. (1994). Designated vocational instruction: A collaborative approach to vocational and special education. *Journal for Vocational Special Needs Education, 16*(3), 24-26.

Johnson, D.R., Bruinicks, R.H., & Thurlow, M.L. (1987). Meeting the challenge of transition service planning through improved interagency cooperation. *Exceptional Children, 53*(6), 522-530.

Kohler, P. (1993). Best practices in transition: Substantiated or implied? *Career Development*

for Exceptional Individuals, 16(2), 107-117.

Kortering, L.J. & Edgar, E.B. (1988). Vocational rehabilitation and special education: A need for cooperation. *Rehabilitation Counseling Bulletin, 31*, 178-183.

Langone, J., Crisler, J., Langone, C. & Yohe, V. (1992). Co-operative school programmes in the state of Georgia: Analysis. *International Journal of Rehabilitation Research, 15*, 69-74.

Lavender, B. (1992). A vocational education program in Jefferson County. In Browning, P. (Ed.), *Transition in Alabama: A profile of commitment*, 63-64.

Lichtenstein, S. (1993). Transition from school to adulthood: Case studies of adults with learning disabilities who dropped out of school. *Exceptional Children, 59*(4), 336-347.

Lindsey, P., & Blalock, G. (1993). Transition to work programs in rural areas: Developing collaborative ethic. *Career Development for Exceptional Individuals, 16*(2), 159-169.

Lombard, R.C., Hazelkorn, M.N., & Miller, R.J. (1995). Special populations and tech-prep: A national study of state policies and practices. *Career Development for Exceptional Individuals*, 18(2), 145-156.

McKenna, A.E. & Ferrero, G.W. (1991). Ninth grade students' attitudes towards nontraditional occupations. *Career Development Quarterly, 40*(2), 168-181.

Miller, R.J., Rzonca, C., & Snider, B. (1991). Variables related to the type of postsecondary education experience chosen by young adults with learning disabilities. *Journal of Learning Disabilities, 24*(3),188-191.

Rojewski, J.W. (1992). Key components of model transition services for students with learning disabilities. *Learning Disability Quarterly, 15*, 135-149.

Rusch, F.R. & Phelps, L.A. (1987). Secondary special education and transition from school to work: A national priority. *Exceptional Children, 53*(6), 487-492.

Steere, D.E., Wood, R., Pancsofar, E.L., & Rucker, R.E. (1993). Vocational training for secondary-level students with severe disabilities. *Teaching Exceptional Children, 25*(4), 7-9.

Szymanski, E.M., Hanley-Maxwell, C., & Asselin, S. (1990). Rehabilitation counseling, special education and vocational special needs education: Three transition disciplines. *Career Development for Exceptional Individuals, 13*(1), 29-38.

Udvari-Solner, A., Jorgenson, J., & Courchane, G. (1992). Longitudinal vocational curriculum: The foundation for effective transition. In Rusch et al. (Ed.), *Transition from school to adult life: Models, linkages, and policy*. Pacific Grove, CA: Brooks-Cole Publishing.

Ward, M.J., Murray, T., & Kupper, L. (1991). Options after high school for youth with disabilities. *NICHCY* Transition Summary, 7. National Information Center for Children and Youth with Disabilities: Washington, DC.

Wehman, P. (1990). School-to-work: Elements of successful programs. *Teaching Exceptional Children, 23*, 40-43.

Important Considerations for Community-based Instruction

DaLee Chambers[1]

A new major focus in secondary programs for students with disabilities has become providing opportunities for students to apply knowledge to "real world settings." With this in mind, there are many factors to consider when planning the curriculum for a transition program. In the past, students in special education classes have been taught nonfunctional skills such as "counting wooden blocks, putting pegs in pegboards, or performing paper-pencil addition/-subtraction operations" (Nietupski, Hamre-Nietupski, Donder, Houselog, & Anderson, 1988, p. 138). These skills do very little to facilitate performance in real life situations and environments. Also, the students traditionally practiced and performed the skills in classroom settings only.

> ***. . . administrators and teachers must be aware and informed in order to deal with the challenges associated with community-based training programs. Creativity, planning, and administrative involvement are necessary for this innovative type of instruction to be successful. Specific knowledge in the areas of supervision, insurance, liability is essential for implementing and managing a community-based instruction program in a safe and responsible manner.***

Many students with disabilities have difficulty applying the skills they have learned in the classroom to community settings. Consequently, many professionals have advocated for community-based instruction that takes place in natural settings (Bates, 1980; McDonnell, Horner, & Williams, 1984). Students gain a more accurate sense of what to expect as they enter into adult life by participating in community-based learning programs (Falvey, 1995). Community-based instruction gives students opportunities to learn and practice in the settings where they will ultimately be expected to perform the skills.

Special Considerations

There are numerous considerations for administrators and teachers when students leave the school to receive instruction in the community. Confronting areas of concern in the initial stages of planning can help reduce apprehension and make it more likely that the program will be successful. Some of the most common areas of concern include: (a) supervision, (b) insurance, (c) liability, (d) funding, (e) transportation, and (f) community access. Addressing these issues is an important step in ensuring students receive safe and responsible community-based instruction (Falvey, 1989; Nietupski et al., 1988).

Supervision

When planning and designing a new community-based program, the state codes should be consulted for the specific supervision requirements. Supervision policies likely will vary from system

---

[1] *Dalee Chambers is a doctoral student majoring in transition, Department of Rehabilitation and Special Education, College of Education, Auburn University.*

to system or even school to school. Some administrators may feel more comfortable with a certified teacher supervising the students at all times in the community training sites (Gaylord-Ross, 1989). This strenuous requirement will possibly limit a community-based program and may actually be unnecessary. According to a Minnesota court, it is not necessary to supervise all movements of students at all times (Fischer, Schimmel, & Kelly, 1995). A court in Louisiana also found that reasonable supervision *"did not require constant supervision of every child . . ."* (LaMorte, 1996, p. 393). Constant supervision, however, would be essential in dangerous circumstances and with young children. Teachers should consult with school administrators to determine if older, responsible students may be placed in stable community settings with indirect supervision.

Also, many states allow for responsible supervision by someone other than the classroom teacher if this supervision is outlined in an IEP that is developed by a credentialed teacher (Gaylord-Ross, 1989). This would enable the individually written IEP to direct who will supervise the student in the community. Responsible supervisors might include classroom teachers, employers, coworkers, teacher assistants, and bus drivers or transportation providers. Volunteers, support personnel, and university students might also be utilized to supervise students. Support personnel such as speech therapists and occupational therapists who are assisting in the supervision of students outside of the school can incorporate the goals and objectives written for their specialty area into the community experience (Falvey, 1989).

The supervision decision should be made on an individual basis, taking into consideration the students' medical, behavioral, and academic needs. In some cases, initial direct supervision by the teacher would be necessary with a gradual attempt to fade out the teacher's role in the supervision. In other cases it may be appropriate for the student to start the placement being supervised by a person other than the classroom teacher.

Insurance

Insurance coverage must be researched before the program is implemented. Although community training should not be considered a field trip, it is usually covered under the same insurance protection (Falvey, 1989). This coverage, however, may be tied to specific rules or regulations. For instance, parental permission or board approval may be required for the activity to be covered by the school district's liability insurance. Usually the district's policy will cover students and staff participating in a program approved by the school board. In some cases, however, administrators may find the existing policy does not provide adequate coverage. Possibilities for additional coverage that administrators might want to pursue include: *"a) student vocational insurance, which parents may purchase for a relatively small fee; b) liability insurance covering a staff member's use of his or her personal automobile while transporting students, purchased either by the staff member, the district or shared by the two parties; and c) liability insurance for district-owned automobiles used by staff to transport students"* (Nietupski et al., 1988, p. 143-144).

It is also important to be aware of the rules and regulations related to insurance coverage for student employees. Coverage for students who spend part of the school day at a job site will depend on whether or not the student is considered a company employee. Students who are not being paid, who are at the job site strictly for training, should be covered by the school insurance. Other students may hold actual jobs at community training sites. These students who are being paid as employees of the company would more than likely be covered by the employer's insurance (Gaylord-Ross, 1989).

Liability

The issue of liability can be seen as a major challenge when developing and implementing community-based training programs. According to Falvey (1989), a school district is most likely to be found liable for an accident or incident if there has been negligence. Negligence is the failure to take reasonable care which results in injury. Reasonable care is the amount of care a person of ordinary prudence would use under the same circumstances. Teachers should be aware *"the circumstances considered would include the age, maturity, and experience of the students, and the extent of danger involved"* (Fischer et al, 1995, p.79). This means teachers must be cautious when determining how much training will be required before students may be placed in a community setting, what settings will be used, and how much supervision will be necessary. Taking appropriate care involves evaluating a student's readiness for a setting and evaluating the inherent dangers of the setting.

Outlining specific policies and procedures for the program is an important first step in avoiding negligence when providing instruction in a variety of environments (Falvey, 1989; Nietupski et al., 1988). The development of program policies and procedures should begin with an analysis of the existing policies and procedures. Guidelines must be developed for any areas not addressed in the present policy. Specifics addressed in the policies might include student transportation, student supervision, and program funding. Once the policies are developed and the procedures are outlined, the plan should be taken to the school board for approval. The program can be implemented safely and responsibly with a written plan that has been approved by the school board, (Falvey, 1989).

Complete and accurate paperwork is also critical for implementing and maintaining a community-based instructional program in a safe and reasonable manner. Training logs are vital documentation in protecting against liability claims and should be required. A systematic procedure for keeping training logs will cut down on confusion and make this aspect of the record keeping more convenient. The important information a community-based training program will need to record may include (a) location of the training site, (b) names of students participating in the experience, (c) staff member in charge of supervision, (d) type of transportation, and (d) dates and times of training (Nietupski et al., 1988). It is recommended each district or individual school program develop standard forms for recording the essential information.

Funding

Careful planning for financial support is essential in maintaining a community-based program. Community-based training programs do not necessarily cost more to operate. Their operation does, however, require creative planning when it comes to allocating funds (Falvey, 1989). Typically funds must be available to cover transportation and also costs incurred while participating in community activities such as eating in a restaurant or buying groceries. Falvey (1989) provides several strategies for funding community-based training programs. The first is pursuing the possibility of redirecting money traditionally used for instructional supplies and equipment. If a procedure for redirecting the money can be approved, exact methods for securing monies must be developed. The district may need to devise a plan which addresses the options of providing the monies before the training occurs and also reimbursement after the community experience has occurred. Other funding options suggested by Falvey (1989) include: (a) soliciting contributions, (b) holding fundraising activities, (c) allowing students to shop for other people using the other people's money, and (d) using lunch money for students to buy and prepare their own food for lunch.

Another important way teachers can acquire funds for community-based programs is through grant writing. Program proposals often result in funds being made available for creating new

programs or expanding existing programs. Potential funding sources for a program proposal include: (a) state departments, (b) federal agencies, and (c) corporate sponsors and national foundations. According to Everson (1993), developing and submitting the proposal should be a three step process. First, the planning team should develop an idea for the new or expanded program. After the idea is created, potential funding sources can be identified. The last step is preparing the proposal *"according to the specified guidelines of the funding source"* (p. 67). Teachers who feel they need assistance with the grant writing process should request group inservice and individual guidance. Grant writing can initiate funding sources for starting and maintaining model programs.

Transportation

Providing community-based instruction requires that teachers evaluate current as well as future transportation needs of students (Falvey, 1989). Although most teachers find school buses convenient and available, school buses may not be the best option for transporting students to community environments. Some students with disabilities may need specific mobility training in order to move about the community effectively. These students may lack the skills necessary to use the methods of transportation they will have available after leaving high school. For students requiring special mobility instruction, teachers can incorporate a training program utilizing one or more of the following transportation modes: (a) walking, (b) bicycling, (c) public buses, (d) local specialized transportation, (e) taxis, and (f) car pooling (Falvey, 1989). Obviously, this method will serve two purposes. The student not only arrives at the desired community setting, but also has the opportunity to learn to use transportation that is available.

The convenient and readily available methods of transportation may be used if the student does not need to be taught independent mobility skills. These may include district vehicles such as school buses or vans and driver education vehicles. If appropriate, arrangements should be made for the student to be dropped off or picked up directly at the training site instead of at the school. Private vehicles owned by teachers, parents, and volunteers are often easily available for transporting students. This can be useful if the district policy allows for the use of private vehicles and if the vehicles available have documentation of appropriate insurance coverage (Falvey, 1989). Teachers might also seek transportation provided by other agencies such as Vocational Rehabilitation and the local Association for Retarded Citizens.

Community Access

Lack of community access can seriously limit a community-based training program. There are two types of accessibility that may or may not create barriers when training in integrated community settings (Falvey, 1989). The first is attitudinal accessibility. This refers to the attitudes toward persons with disabilities. There are some settings where students with disabilities will not be openly and enthusiastically received. It is recommended teachers avoid these settings and select initial training sites "where attitudinal barriers do not exist or are not likely to interfere with the success of the program" (p. 98). Starting in supportive environments will help ensure the program is successful. A successful program will provide positive exposure which can hopefully work toward changing some of the negative attitudes.

The second type of access that must be considered is physical accessibility. Physical access refers to whether or not the students can be transported to the site, and also, once they reach the site whether or not they can gain access to all areas of the site. Again, teachers are encouraged to select environments where physical barriers do not exist or are minimal and can easily be eliminated. Starting the program in a barrier free environment allows the teacher to concentrate on the other

considerations for implementing the program. Time can be taken to evaluate and eliminate the barriers in areas that are not accessible as the program grows.

Benefits of Community-based Instruction

Community-based instruction allows students to immediately put into practice what is learned. Schools have begun providing community-based training, possibly because it is appropriate educational programming or possibly because it is indirectly mandated by IDEA. Whatever the case, administrators and teachers must be aware and informed in order to deal with the challenges associated with community-based training programs. Creativity, planning, and administrative involvement are necessary for this innovative type of instruction to be successful. Specific knowledge in the areas of supervision, insurance, liability is essential for implementing and managing a community-based instruction program in a safe and responsible manner. Knowledge in these three areas is most important because the areas are related to student safety. Although funding, transportation, and community access may not be critical issues to student safety, they can be decisive factors in the success and productivity of a program.

References

Bates, P. (1980). The effectiveness of interpersonal skills training in the social skill acquisition of moderately and severely retarded adults. *The Journal of Applied Behavior Analysis, 13*, 237-248.

Everson, J. (1993). *Youth with disabilities: Strategies for interagency transition programs*. Boston: Andover Medical Publishers.

Falvey, M. (1995). *Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction*. Baltimore: Paul H. Brookes.

Falvey, M. (1989). *Community-based curriculum: Instructional strategies for students with severe handicaps*. Baltimore: Paul H. Brookes.

Fischer, L., Schimmel, D., & Kelly, C. (1995). *Teachers and the law* (4th ed.). White Plains, NY: Longman.

Gaylord-Ross, R. (1989). *Integration strategies for students with handicaps*. Baltimore: Paul H. Brookes.

LaMorte, M. (1996). *School law: Cases and concepts* (5th ed.). Boston: Allyn and Bacon.

McDonnell, J., Horner, R., & Williams, J. (1984). A comparison of three strategies for teaching generalized grocery purchasing to high school students with severe handicaps. *Journal of the Association for Persons with Severe Handicaps, 9*, 123-134.

Nietupski, J., Hamre-Nietupski, S., Donder, D., Houselog, M., & Anderson, R. (1988). Proactive administrative strategies for implementing community based programs for students with moderate/severe handicaps. *Education and training in mental retardation, 23*, 138-146.

Alabama and the LCCE Curriculum

Larry Minor[1]

Since the initiation of the career education concept in the early 1970s, educators have become more aware of the need to refocus their efforts on providing students with special learning needs and education that more directly prepares them for a successful adult life. That is, should be provided an education that will develop the skills they need to become a productive and independent family member, citizen, employee, and participant in a variety of avocational pursuits and hobbies. It has become quite apparent that if the educational system does not respond in this manner, most students will not learn the critical skills and behaviors needed. Families alone cannot provide enough training themselves for these children to develop healthy self-concepts, attitudes and behaviors, and the necessary career/life skills to become productive citizens.

Research during the past three decades clearly reveals that students must learn four major categories of skills: *academic*, *daily living*, *personal-social*, and *occupational*. It has also become evident that educators cannot teach all of these skill adequately without the involvement of the family, human services agencies, and various community resources. Methods to involve these groups in the educational process must be devised and implemented.

It is time to look beyond the long-term tradition of the Carnegie Units and the narrow core-curriculum concepts that have prevailed for decades. The need for educational reform for all students, including those with special learning needs, have never been greater as society continues to become more technologically complex and challenging. If students with special learning need are going to become independent, productive adults, they must acquire an adequate repertoire of skills for living and working in their communities.

Special Education Services furnished every local education agency in the state with a complimentary set of the LCCE Curriculum if the school system purchased a set with local funds. One hundred and twenty LEAs took advantage of the offer which included having someone from the State Department being available for in-service on implementing the curriculum.

Schools must develop a K-12 scope and sequence that provides this opportunity. This means going beyond the basic academic skills of reading, writing, and arithmetic education. The Life Centered Career Education Curriculum (LCCE) embraces progressive educational thinking of this nature. LCCE is an outgrowth of the career education movement of the early 1970s, unlike almost every other educational innovation, has progressively gained wider acceptance and momentum as an important educational approach not only for students with special needs, but for many others who are "at risk" and in need of a more functional curriculum.

---

[1] *At the time this paper was delivered, Larry Minor was the Transition Specialist for Special Education Services, State Department of Education.*

Nature and Components of LCCE

LCCE is researched-based and focuses on the 22 competencies that Dr. Brolin and his staff have determined that anyone needs in order to be successful in the community.[2] The 22 competencies are further broken down into 97 sub-competencies. Each sub-competency is divided into three to six objectives and fully developed lesson plans were written for each of these objectives. Lesson plans reflect the career development process experienced by most students, that is, career awareness, exploration, and preparation.

Career Awareness lesson plans introduce the student to the basic background information, knowledge, and concept of each sub- competency objective. Career Exploration lesson plans expose the student to what other persons do in relation to the objective, provide and opportunity for self-analysis, and offer hands on experiential activities. Career Preparation lesson plans present skill building activities that culminate in performing the sub-competency. The LCCE is a "whole person" approach which focuses on both paid and non paid career role activities involved in living and working in the community. LCCE prepares each student to function in the following four major life/work roles.

- **Family Member**—Maintaining one's home and finances, shopping, paying bills and raising children.

- **Employee**—exhibiting responsible work behaviors and being a productive employee/supervisor/employer.

- **Citizen**—voting, assisting others, participating in volunteer work and community organizations.

- **Avocational activities**—engaging in productive leisure pursuits, hobbies, and recreational activities such as games and sports.

"What skills must the individual have to become a more effective person?" The answer to the question comes through the use of a 200-item Knowledge Battery, useful in pre- and post assessments of instructional gain and a two-form Performance Battery that attempts to assess the degree to which students can perform the competencies. The curriculum was designed to address the needs of mildly disabled students who are in grades 7-12. However, it can be easily modified to be used with the more moderately disabled students and in lower grades.

Each lesson plan of the LCCE is completely developed so that a teacher can easily choose to use all of it, a part of it, or easily modify it for her own needs. All worksheets related to a lesson plan are provided. A list of any materials needed for a particular lesson plan is provided. The objective to be achieved and an evaluation of the success is also a part of each plan.

Alabama's Response

The Alabama Transition Task Force for Special Education Services of the State Department of Education has encouraged the use of LCCE. Special Education Services furnished every local education agency in the state with a complimentary set of the LCCE Curriculum if the school system

---

[2] *Note: These proceedings are in commemoration of Dr. Brolin from all Alabama stakeholders—see front page.*

purchased a set with local funds. One hundred and twenty LEAs took advantage of the offer which included having someone from the State Department being available for in-service on implementing the curriculum.

The LCCE is not a state adopted curriculum and is not intended to replace the curriculum currently being used in a school system, but should be infused into the regular program as a supplement to what is being offered. For some students it may be the curriculum that the IEP committee recommends to be used in place of the regular course of study.

Each lesson plan of the LCCE is completely developed so that a teacher can easily choose to use all of it, a part of it, or easily modify it for her own needs . . . The objective to be achieved and an evaluation of the success is also a part of each plan.

Implementing LCCE allows the LEA to meet the federal requirements listed in IDEA that require instruction, community experiences, vocational preparation, and daily living skills. Using LCCE also allows an LEA to use the forms developed by the Special Education Services to be used in the Transition section of the IEP. The competencies contained in LCCE represent the major annual goals that may be identified by assessment as needed in the IEP. The 97 sub-competencies represent the objectives that go along with the goals selected to be addressed in the IEP. This simplifies the IEP process for teachers using the LCCE.

Summary

All students, especially those being served by special education programs, need to acquire functional skill in addition to the basic academics. The LCCE approach and materials offer educators the opportunity to meet this need and to fulfill the transition mandate. The materials contained in the LCCE provide the basis for implementing a logical scope and sequence for secondary students. With modification, many can and should be used with elementary students as well. This will provide a truly comprehensive approach to preparing students for adult life. In summary, it is time to look beyond the long-term tradition of the Carnegie Units and the narrow core-curriculum concepts that have prevailed for decades. The need for educational reform for all is evident.

Transition Times

January 1, 1997 Volume V and VI

"An Alabama Tradition Since 1991"

Stakeholders V and VI

over 450 for V & 550 for VI?

they came from everywhere

Jake, know how many stakeholders atttended V and VI?

Abbeyville
Adamsville
Adger
Alabaster
Alexander City
Andalusia
Anniston
Ashville
Athens
Atmore
Auburn
Bay Minette
Bessemer
Billingsley
Birmingham
Boaz
Brent
Brewton
Brookwood
Butler
Camden
Carbonhill
Chancelor
Chelsea
Childersburg
Clanton
Cleveland
Clopton
Coffeeville
Columbiana
Cottendale
Cropwell
Crossvile
Cullman
Dadeville
Decatur
Demopolis
Dothan
Elect
Elba
Enter
Epes
Eufaul
Fairfie
Fairho
Falkvi
Fayette
Floren
Foley
Frisco
Fultond
Gadsden
Gardend
Geneva
Geraldine
Gilbertov
Glencoe
Graceville
Greenville
Grove Hill
Guntersville
Haleyville
Haynesville
Hartselle
Hazel Green
Heflin
Hollywood
Homewood
Hoover
Hueytown
Huntsville
Indian Springs
Irondale
Jackson
Jacksonville
Jasper
Lafayette
Leesburg
Leighton
Letohatchee
Linden
Lisman
Livingston
Low. Pck. Tree
Madison
MarionJunction
Meridianville
Midland
Millport
Minter
Mobile
Monroeville
Montgomery
Montevallo
Moody
Mountain Brook
Mt. Meigs
Mt. Olive
Muscle Shoals
Nauvoo
Newville
Northport
Opelika
Opp
Ozark
Pelham
Pell City
Phenix City
Phil Campbell
Pine Apple
Pine Hill
Prattville
Prichard
Ragland
Rainbow City
Rainsville
Red Level
Rockford
Russellville
Saraland
Scottsboro
Seemes
Selma
Seale
Sheffield
Sommerville
Springville
Steele
Sterrett
Summerdale
Sylacauga
Talladega
Tanner
Tarrent
Thomasville
Troy
Trussville
Tuscaloosa
Tuscumbia
Valhermoso
Valley
Vernon
Vestavia Hills
Ward
Wetumpka
Winfield
Woodland
Yellow Bluff

• other states

Colorado
Georgia
Kansas
Lousiana
Missouri
Nebraska
New York
North Carolina
Ohio
Texas
Wisconsin'

BEST COPY AVAILABLE

Travis Abbott
830 Jefferson Blved.
Tarrant, AL 35217

Charles Abney
1105 Woodstock Ave.
Anniston, AL 36201

Wyndal Adams
P.O. Drawer 698
Dothan, AL 36303

Craig Akin
518 E. Parklane Shopping Ctr.
Troy, AL 36081

James Albright
1105 Woodstock
Anniston, AL 36201

Ladell Allen
4190 Alabama Hwy. 77
Lafayette, AL 36862

Nita Allen
443 Henderson Camp Rd.
Adger, AL 35006

Rickey Allen
Newville Area Voc Center
P O Drawer 70
Newville, AL 36353

Robert Allen
500 Pinecrest Cir. S.
Jasper, AL 35501

Robin Allison
91 Black Creek Rd
Tarrant, AL 35217

Emily Amberson
110 Johnston St.
Decatur, AL 35601

Archye Anderson
P O Box 1089
Camden, AL 36726

Adores Anthony
P.O. Box 19888
Homewood, AL 35219-0888

Mr. & Mrs. Donald Armstrong
Rt 2 Box 118
Eva, AL 35621

Alisa Ard
Madison County Technical Center
1275 Jordan Rd
Huntsville, AL 35811

Julia Arnett
Madison County Technical Center
1275 Jordan Rd
Huntsville, AL 35811

Catherine Arnold
518-E Parkland Shopping Center
Troy, AL 36081

Damon Atkins
P.O. Box 19888
Homewood, AL 35219-0888

Angie Atwell
Northview H.S. Hwy 431N
Dothan, AL 36303

Patricia Austin
906 South Scott St.
Scottsboro, AL 35768

Trellis Autry-Brock
P O Box 115
Pine Hill, AL 36769

Helen Baker
1100 George Wallace Drive
Gadsden, AL 35902

Pam Baker
P O Drawer D
Red Level, AL 36474

Sally Baker
1325 Point Mallard Parkway
Decatur, AL 35601

Wendy Baker
2104 Glenwood Dr.
Opelika, AL 36801

Werner Baker
P.O. Box 1686
Decatur, AL 35602-1686

Willian Banks
HC Rt. 2 Box 365
Minter, AL 36761

Mr. & Mrs. Henry Barclay
4951 Spring Rock Rd.
Birmingham, AL 35223

Kristiana Barnett
539 Gentilly Park 2
Auburn, AL 36830

Jerri Barnhill
146A Shields Road
Huntsville, AL 35748

Celia Barr
422 Welch Ave.
Talladega, AL 35160

Cliff Barros
P O Box 70274
Mobile, AL 36670

Carolyn Baumgartner
50 N Ripley St
Montgomery, AL 36130

Barbara Bean
390 Daniel St
Geraldine, AL 35974

Larry Beard
817 N Cary Dr
Auburn, AL 36830

Denise Beasley
P O Box 1194
Thomasville, AL 36784

Dennis Bega
U.S. Department of Education
P O Box 1691
Atlanta, GA 30323

Carolyn Bell
1100-21st Street E.
Tuscaloosa, AL 35404

Charlotte Bell
2107 Chestnut Rd
Birmingham, AL 35216

Robby Bellah
1411 Montevallo Hwy.
Alabaster, AL 35007

Addie Bentley
P O Box 1011
Vernon, AL 35592

Cissi Bernhard
310 Opportunity Drive
Pelham, AL 31905

Karen Berry
109 East Church St.
Troy, AL 36081

Johnny Berry
311 Speegle St., SW
Hartselle, AL 35640

Randy Berry
1100 George Wallace Dr.
Gadsden, AL 35999

Marian Bevel
Huntsville City Schools
3019 Princeton Blvd.
Huntsville, AL 35801

Sadie Bias
Scottsboro High School
102 Legion Drive
Scottsboro, AL 35768

Thomas Bice
P O Box 37
Rockford, AL 35136

Debbie Black
2214 Jennifer Ave.
Muscle Shoals, AL 35661

Mr. & Mrs. Eddie Blackwell
104 Eva Lane
Jackson, AL 36545

Marilyn Blanton
500 Dusy Street
Dothan, AL 36301

Barbara Blumberg-Schlueter
795 Ross Clark Circle
Dothan, AL 36303

Sharon Blythe
P.O. Drawer 88
Sylacauga, AL 35150

Cheryl Bogie
P.O. Box 66
Mt. Meigs, AL 36057

Sandra Bone
4053 Summerhill Drive
Huntsville, AL 35801

Matt Booth
Rt. 1 Box 257
Troy, AL 36081

Regina Booth
Rt. 1 Box 257
Troy, AL 36081

Sherly Borden
Rte 2 Box 62
Rockford, AL 35136

Cary Boswell
2129 E. South Blvd.
Montgomery, AL 36111

Shannon Bowden
211 Lake Ave.
Troy, AL 36081

Isaac Bowie
2419 Gordon Smith Dr.
Mobile, AL 36617

Ollie Bowie
913 N. Wilson Ave.
Prichard, AL 36610

Harritte Boyd
101 Tiger Drive
Elba, AL 36323

Lynn Boyd
50 N. Ripley St.
Montgomery, AL 36130

Karla Bradford
180 Mack Morris Drive
Scottsboro, AL 35768

Mary Bradford
106 Belle Drive
Scottsboro, AL 35768

Charlotte Brand
Pell City High School
Pell City, AL 35125

Janis Braue
532 23rd Ave., NW
Birmingham, AL 35215

Susanne Bray
1204 Montgomery Highway
Vestavia Hill, AL 35216

Debbie Brewer
Lafayette High School
214 1st Ave SE
Lafayette, AL 36862

Jim Brewer
2419 Gordon Smith Dr.
Mobile, AL 36617-2395

Mr. & Mrs. Malcolm Brewis
2105 Fulton Road
Fultondale, AL 35068

Rebecca Bridges
102 Legion Drive
Scottsboro, AL 35768

Glenn Bright
1100 George Wallace Dr.
Gadsden, AL 35999

Warner Britton
1017 Alan Ave.
Auburn, AL 36830

Mr. & Mrs. Donnie Brock
200 Glenwood Lane
Birmingham, AL 35242

Billie Brown
412 North Broad Street
Wetumpka, AL 36092

Sheila Brown
510 West Thomason Cir
Opelika, AL 36801

Mr. & Mrs. Tim Brown
3293 Hoot Owl Lane
Birmingham, AL 35210

Vickie Brown
106 Bear Creek Rd
Brent, AL 35034

Mary Browning
520 W Thomason Cir
Opelika, AL 36801

Marion Bryant
3021-27th Street
Tuscaloosa, AL 35401

Lynn Burgess
1108 Frisco St.
Homewood, AL 35209

Travis Burgess
Rt. 5 Box 352B
Florence, AL 35630

Geraldine Burton
2419 Gordon Smith Drive
Mobile, AL 36617

Marcia Butler
Shelby Co. Schools
110 Stadium Dr.
Alabaster, AL 35007

Nan Butler
1616 6th Ave. South
Birmingham, AL 35233

Steve Butler
P.O. Box 2388
Muscle Shoals, AL 35662-2388

Tim Cahalane
1017 Medical Center Parkway
Selma, AL 36701

William Campbell
P.O Box 37
Rockford, AL 35136

Karen Carden
2129 East South Blvd.
Montgomery, AL 36111

Eltrishia Carnes
398 Carnes Road
Hayneville, AL 36040

Rejannia Carnes
1100 George Wallace Dr.
Gadsden, AL 35901

Laura Carpenter
Tuskegee University
202 Thrasher Hall
Tuskegee, AL 36088

Martha Carr
615 Green Blvd.
Adamsville, AL 35005

Rita Carr
12312 Hwy 431 South
Guntersville, AL 35976

Mona Carroll
538 Larkin Lane
Montgomery, AL 36109

Barbara Carroll
1300 37th Street, East
Tuscaloosa, AL 35405

Carol Carter
22044 HSV.BF.Rd
Tanner, AL 35671

Doris Adams Carter
1011 Prospect Drive
Decatur, AL 35601

Angela Casey
201 North Pine Street
Foley, AL 36535

Diane Causey
217 Albany Ave.
Gadsden, AL 35903

Julia Causey
3230 Fieldcrest Dr
Montgomery, AL 36106

Melissa Chambliss
Rt. 2 Box 673
Abbeyville, AL 36310

Debbie Chandler
292 Johnson St.
Valley, AL 36854

Dana Chang
P.O. Box 308
Bessemer, AL 35021

Kathy Chaplin
521 Fontaine Road
Phenix City, AL 36867

Cindy Chapman
1515 Campbell Ave
Gadsden, AL 35903

Tina Cherry
Rt. 3 6217 Egypt Rd. Lot 3
Boaz, AL 35957

Mr. & Mrs. Paul Chase
Rt. 9 Box 565
Florence, AL 35633

Martha Christian
11178 Chelsea Rd.
Chelsea, AL 35043

Rachel Christian
1300 37th St. E
Tuscaloosa, AL 35405

Barbara Clackum
720 Dogwood Trail
Gadsden, AL 35901

Charles E. Clemmons
17600 US Hwy 31 North
Cullman, AL 35055

Josephine Cleveland
1412-B Rollingwood
Sylacauga, AL 35150

Rebecca Cleveland
236 Goodwin Crest Dr.
Homewood, AL 35219

Jane Cole
43880 Highway 17 South
Vernon, AL 35592

Marion Coleman
3830 Ridgeway Dr
Homewood, AL 35259

Michael Collins
413 Flint St
Mobile, AL 36604

Patrice Cook
4933 Bessemer-Johns Rd
Bessemer, AL 35023

Charles Corbitt
805 Ross Clark Circle
Dothan, AL 36301

P. J. Cormier
1275 Jordan Rd
Huntsville, AL 35811

Sheree Cosgrove
405 South Dean Rd.
Auburn, AL 36830

Linda Coxwell
8990 Moffett Rd #4
Semmes, AL 36575

Crystal Crawford
1470 W. Overbrook Rd.
Millbrook, AL 36054

Janice Creel
1100 George Wallace Dr.
Gadsden, AL 35905

Nancy Crook
853 Willow Oak Dr
Birmingham, AL 35244

Beth Crow
916 Sunshine St
Hartselle, AL 35640

Ulus Cumberlander
501 Hwy. 29
Valley, AL 36854

Mike Cupples
401 Adams Avenue
Montgomery, AL 36130-2130

Diane Curran
P.O. Box 2250
East Brewton, AL 36427

Sylvia Daniel
P.O. Box 459
Excel, AL 36439

Madelaine Darden
4904 Branch Mill Circle
Birmingham, AL 35223

Julie Daugherty
515 Rye Dr. SW
Decatur, AL 35603

Maebeth Dawsey
600 N. High Street
Tuscumbia, AL 35674

Marie Davidson
400 Yeardley St.
Troy, AL 36081

Nancy Deabler
Jackson High - Stanley Drive
Jackson, AL 36545

Keith Dear
1105 Woodstock Ave.
Anniston, AL 36201

Joan Deason
2706 Stoneybrook Circle
Pell City, AL 35125

Georgia DeLaney
2127 E. South Blvd.
Montgomery, AL 36116

Christian DenBeste
512 Littrell Cir
Moulton, AL 35650

John Dent
2129 E S Blvd
Montgomery, AL 36116

Alice DeRamus
319 Upper Kingston Rd.
Prattville, AL 36067

Richard DeVaughan
Enterprise High School
Enterprise, AL 36330

Jeanette DeVaughn
P.O. Box 1730
Tuscaloosa, AL 35403

Patricia Dewberry
574 Hollow Wood Rd.
Montgomery, AL 36109

Lorrie Diazza
2118 Wentworth Drive
Montgomery, AL 36106

Larry DiChiarra
Lee County Board of Education
Special Ed Coordinator
Opelika, AL 36801

Vickie Dickert
Northview HS Hwy 431N
Dothan, AL 36303

Jerry Dixon
P.O. Box 529
Robertsdale, AL 36567

Texann Dixon
520 North Pelham Road
Jacksonville, AL 36265

Wendy Dobbins
P.O Box 188
Gilbertown, AL 36908

Alfred Donald
P O Box 397
Jackson, AL 36545

Jim Donald
236 Goodwin Crest Drive
P.O. Box 19888
Homewood, AL 35219

Joy Dorn
370 Altacrest Drive
Birmingham, AL 35243

Brenda Doss
P.O. Box 883
Jasper, AL 35502-0883

Robert Downey
P O Box 10
Section, AL 35771

Linda Drake
501 Hwy 195 N
Jasper, AL 35501

Sally Dudley
1901 South Lakeshore Dr.
Homewood, AL 35209

Shannon Duffy-Acton
1286 Lee Road 152
Opelika, AL 36801

Lummie Dunagan
Coffeeville High School
Coffeeville, AL 36524

Deidre Duncan
2402 Rhonda Ave.
Tuskegee, AL 36083

Gloria Dunn
518 E Parklane Shopping Ctr.
Troy, AL 36081

Sharon Dye
P O Drawer D
Red Level, AL 36474

Lane Dykes
500 Dusy Street
Dothan AL 36301

Marty Eason
3810 N. Woodridge Road
Birmingham, AL 35223

Bill East
State Department of Education
Box 302101
Montgomery, AL 36130

Becky Echols
P O Box 19888
Homewood, AL 35219-0888

Sue Carol Edwards
300 E. Pettus Street
Demopolis, AL 36732

Susan Eison
Rt. 2 Box 149
Somerville, AL 35670

Elisa Eliott
1918 13th St. Apt. 5-A
Columbus, GA 31906

Shannon Elkins
1001 E Broad St
Gadsden, AL 35999

Mickie Ellis
6617 Wellborne Dr., S.
Mobile, AL 36695

Susan Ellis
1757 Carovel Cir
Birmingham, AL 35216

Norma Embry
8360 Twin Lakes Drive
Mobile, AL 36601

Sherry Engel
P.O. Box 597
1621 Wolverine Drive S.E.
Decatur, AL 35602

Martha Espy
P.O. Box 653
Abbeville, AL 36310

Earnestine Evans
Auburn City Schools
405 S. Dean Road
Auburn, AL 36830

Forson Evans, Jr.
200 Creek Nation Dr.
Auburn, AL 36830

Vicki Fadlevich
1496 Forestdale Blvd
Birmingham, AL 35214

Kim Faulkner
619 Pine Street
Troy, AL 36081

Abbie Felder
50 N Ripley St
Montgomery, AL 36130

Becky Fields
2419 Gordon Smith Drive
Mobile, AL 36617

Karri Findley
Cogswell Ave
Pell City, AL 35125

Billy Fitzgerald
P O Box 1686
Decatur, AL 35602

Judy Flenniken
3761 Shady Cove Road
Birmingham, AL 35243

Rhonda Flowers
Rt. 6 Box 285
103 North Hunters Lane
Troy, AL 36081

Cynthia Floyd
2602 College Dr.
Phenix City, AL 36869

Virginia Fortner
P O Box 811
Scottsboro, AL 35768

Teresa Foster
2204 Woodlea Dr. W.
Mobile, AL 36695

Una Foster
2419 Gordon Smith Drive
Mobile, AL 36601

Stephen Franks
50 N Ripley St
Montgomery, AL 36130

Connie Frazier
P O Box 86
Auburn, AL 36831-0086

Deloris Frazier
25-12th Street South
Pell City, AL 35125

Tamara Fulford
P.O Drawer 1688
Dothan, AL 36302

Donna Gardner
#3 Church St.
Birmingham, AL 35216

Teresa Gardner
1109 Hoke Street
Gadsden, AL 35903

Darian Garrett
150 Glenwood Lane
Birmingham, AL 35222

Alvin Garvin
356 Fredonia
Mobile, AL 36607

Judy Gattis
Rt. 2 Box 62
Rockford, AL 35136

Janice Gaultny
305 Lafayette St., NE
Decatur, AL 35601

Charles Gentile
1250 Atlantic Ave
Rocky Mount, NC 27802-0789

Mary Germann
3376 Spring Valley Cir
Birmingham, AL 35223

Connie Gibbs
1401 Forest Ave
Jackson, AL 36545

Becky Gibson
P.O. Box 338
Dothan, AL 36302

Debbie Gibson
P.O. Box 1686
Decatur, AL 35602

Luther Gibson
P.O. Box 2568
Tuscaloosa, AL 35403

Sandy Gibson
119 W. Rose Street Apt. 2-B
Jackson, AL 36545

Lynn Gilbert
100 Trojan Drive
Muscle Shoals, AL 35660

Ellen Gillespie
91 Black Creek Rd.
Tarrant, AL 35217

Lynne Givhan
1017 Medical Center Parkway
Selma, AL

David Glanton
4 Sporman Street
Headland, AL 36345

John Glanton
500 Dusy Street
Dothan, AL 36301

Becky Goggins
23 Monte Tierra Tr.
Montevallo, AL 35115

Cheri Goins
1908 Crescent Dr.
Muscle Shoals, AL 35661

Bets Golden
328 Deer Run Road
Auburn, AL 36830

Jean Golson
P O Box 338
Dothan, AL 36302

Jeanette Graves
1153 S Lawrence Street
Montgomery, AL 36104

Janette Gray
5220 Park Ave SW
Birmingham, AL 35211

Jim Green
1330 University Blvd.
Tuscaloosa, AL 35404

Anthony Greene
P.O. Box 399
Fairfield, AL 35064

Darla Greene
904 Deer Run Dr
Saraland, AL 36571

Dianne Grider
Courthouse Suite 20
Scottsboro, AL 35768

Mr. & Mrs. Mark Griffin
3809 Highpoint Drive SW
Decatur, AL 35603

Deborah Griggs
2316 7th Ave., North
Birmingham, AL 35204

Linda Grill
350 Cloverdale Rd
Montgomery, AL 36104

Paige Guinn
P.O. Box 296
Scottsboro, AL 35768

Sherrie Gulley
P O Box 11586
Montgomery, AL 36111-0586

Mattie Gwin
Rte 3, Box 179 Callier Street
Grove Hill, AL 36451

Gena Habig
Rt. 1 Box 69
Russellville, AL 35653

Georgia Hale
1215 Donna Ave.
Decatur, AL 35601

Annette Hall
Pell City Schools
25-12th Street So
Pell City, AL 35125

Jan Hall
5912 Felder Rd
Hope Hull, AL 36403

Rod Hall
P.O. Box 488
Rainesville, AL 35986

Andrew Halpern
Room 175 College of Ed
University of Oregon
Eugene, OR 97403

Linda Hames
216 David Glaze Road
Bessemer, AL 35023

Mr. & Mrs. Gary Hammet
905 9th Ave NE
Jacksonville, AL 36265

Karen Hammett
520 North Pelham Road
Jacksonville, AL 36265

Mary Grace Hammons
180 Mack Morris Drive
Scottsboro, AL 35768

Tanya Hancock
29490 Al Hwy 72
Hollywood, AL 35752

Cheryl Hand
2025 Rockwood Lane
Fultondale, AL 35068

Elisa Handley
2884 North Road
Gardendale, AL 35071

Heather Harris
P O Drawer D
Red Level, AL 36474

Jennifer Harris
1133 Elkins Drive
Auburn, AL 36830

Sandra Harrison
P.O. Box 338
Dothan, AL 36302

Deborah Harry
P O Box 327
Valley, AL 36854

Edwina Hart
P.O. Box 294
Coffeeville, AL 36524

Nancy Hartley
4902 Smith Tr.
Pell City, AL 35125

Teresa Hartsfield
800 4th St., SE
Childersburg, AL 35044

Pat Harvey
315 College Ave
Jackson, AL 36545

Beth Haskins
29490 Al Hwy 72
Hollywood, AL 35752

Daryl Haskew
100 N Florida St
Mobile, AL 36607

Bess Hatcher
873 Delcris Drive
Birmingham, AL 35226

Janice Hatcher
701 Highway 70
Columbiana, AL 35051

Rebecca Hauser
1100 21st St E
Tuscaloosa, AL 35404

Benita Hayes
340 County Rd 399
Billingsley, AL 36006

John H. Heard III
P O Box 900
Marion, AL 36756

Beverly Hefner
3003 5th Ave.
Phenix City, AL 36867

JoAnne Hendon
Rt 11, Box 75-T
Jasper, AL 35501

Jeanette Herren
P.O. Box 599
Fayette, AL 35555

Deborah Herron
110 Stoneridge Road
Enterprise, AL 36330

Marlene Hicks
Rt. 6 Box 348
Haleyville, AL 35565

Dot Higginbotham
1876 Princeton Ct SW
Birmingham, AL 35211

Susan Higgins
795 Ross Clark Circle
Dothan, AL 36302-0698

Wanda Hightower
505 E. Sanderter
Athens, AL 35611

Ann Hilderbrand
1516 Carlisle Dr., West
Mobile, AL 36618

Charlene Hill
324 Maple Lane
Jacksonville, AL 36265

Sandra Hobbs
520 North Pelham Road
Jacksonville, AL 36265

Willie Hoff
P O box 70274
Mobile, AL 36670

Cheryl Holder
906 South Scott St.
Scottsboro, AL 35768

Linda Hollins
Route 3 Box 180
Grove Hill, AL 36541

Simon Holloway
2419 Gordon Smith Dr.
Mobile, AL 36617

Denise Holmes
2419 Gordon Smith Dr
Mobile, AL 36617

Thomas Holmes
264 East Fairview Ave
Montgomery, AL 36105-1804

Michelle Holston
P.O. Box 100
Jackson, AL 36545

Debbie Hope
P O Box 338
Dothan, AL 36302

Rebecca Hope
1718 Bruce Shaw Road
Adger, AL 35006

Eloise Hopkins
Coffeeville High School
Coffeeville, AL 36524

Tressa Hopper
P.O. Box 1069
Springville, AL 35146

Diana Horn
3433 Greesport Road
Ashville, AL 35953

Sheri Howard
200 Cherry Street
Troy, AL 36081

Mark Howard
1100 George Wallace Drive
Gadsden, AL 35901

Rita Huey
106 Parkway Drive
Alexander City, AL 35010

Ginger Hughes
405 South Dean Rd.
Auburn, AL 36830

Mickey Humphries
5233 Gordon Persons Bldg.
Montgomery, AL 36130

Beverly Hunter
950 Trillium Drive
Eclectic, AL 36024

Terry Hyche
P.O Box 10007
Birmingham, AL 35202

Delores Hunter
621 1st St SE
LaFayette, AL 36862

Lu Anne Irvin
150 Mulberry Lane
Nauvoo, AL 35578

Charlie Jackson
P O Box 191
Epes, AL 35640

Janice Jackson
516 24th St
Phenix City, AL 36867

Kevin Jackson
109 E Church St
Troy, AL 36801

Linda Jackson
505 East Sandefer Rd
Athens, AL 35611

Areia James
Rt 1 Box 86 A-8
Ward, AL 36922

Mr. & Mrs. Marvin Jansen
1873 Beth Street
Thomasville, AL 36784

Karen Johns
P.O. Box 66
Mt. Meigs, AL 36057

Anita Johnsey
1414 15th Ave S
Birmingham, AL 35205

David Johnson
P O Drawer 698
Dothan, AL 36302

Edsel Johnson
P O Drawer 698
Dothan, AL 36302

Hilary Johnson
4244 Montevallo
Homewood, AL 35219

Jane Johnson
P.O. Box 19888
Homewood, AL 35219

Karlyn Johnson
410 13th St., S
Birmingham, AL 35233

Linda Johnson
P O Box 2268
Opelika, AL 36803-2268

William David Johnson
716-A Eufaula St
Ozark, AL 36360

Anna Holloway Jones
735 Co. Road 220
Marion Jct., AL 36759

John Jones
4324 Yorkshire Dr
Montgomery, AL 36108

Gayle Jones
P.O. Box 887
Talladega, AL 35160

Patsy Jones
1099 Oldfield Road
Sylacauga, AL 35150

Tim Jones
2129 East South Blvd
Montgomery, AL 36111

Treuil Jones
2129 East South Blvd
Montgomery, AL 36111

Laura Junkins
105 Scottsdale Drive
Alabaster, AL 35007

Jeannie Justo
P.O. Box 1686
Decatur, AL 35603

Elizabeth Keller
P O Box 481
Meridianville, AL 35759

Connie Kelley
Rt. 1 Box 305
Chancellor, AL 36316

Mr. & Mrs. J. Carl Kelly
P O Box 441
Dadeville, AL 36853

James Kendrick
Room 4234 GP Bldg
Montgomery, AL 36130

Tracy Kennedy
219 Cedar Hill Dr
Scottsboro, AL 35768

Charlotte Kerr
110 Stadium Dr.
Alabaster, AL 35007

Ms. Terri Key
309 Faust Avenue
Ozark, AL 36360

Lynn Kieffer
Sheffield Jr. High
Sheffield, AL 35660

Dawn Kilgore
150 Glenwood Lane
Birmingham, AL 35242

Olivia Killian
2408 Sunset Strip
Gadsden, AL 35901

John Killough
P.O. Box 66
Mt. Meigs, AL 36057

Sharon King
2421 Woodmere
Birmingham, AL 35226

Eloise Kirk
Room 3333 50 N. Ripley
Montgomery, AL 36109

Gail Kirkpatrick
P O Box 244
Carbon Hill, AL 35549

Ann Knight
500 Dusy Street
Dothan, AL 36301

Shelia Knox
1601 Jefferson St
Scottsboro, AL 35768

Susan Koffler
164 Williams St
Mobile, AL 36606

Ashlie Koterba
P.O. Box 8646
Dothan, AL 36304

Penny Krueger
2127 East South Blvd
Montgomery, AL 36199

Richard Kuffel
1410 Boston Ave.
West Columbia, SC 29171

Katie Lane
P O Box 833
Pell City, AL 35125

Ellis Lauderdale
14712 Highway 157
Moulton, AL 35650

Beverly Lavender
2100 18th St. S
Birmingham, AL 35209-1891

Cheryl Lee
397 7th Avenue South
Graysville, AL 35073

Bonnie Lemley
100 Rottweiler Dr
Springville, AL 35146

Judy Lesley
110 Emmett Goodwin
Muscle Shoals, AL 36661

Kelly Letlow
400 Eastern Blvd
Montgomery, AL 36117

Mitchell Levitz
Capabilities Unlimited, Inc.
2495 Erie Ave.
Cincinnati, OH 45208

Inez Lewis
P O Box 66
Mt. Meigs, AL 36057

Todd Lewis
1863 Montgomery Hwy. Suite 100
Dothan, AL 36303

Chris Liles
P O Drawer D
Red Level, AL 36474

Patricia Liles
1200 Church SE
Jacksonville, AL 36265

Earl Lindsey
2129 E South Blvd
Montgomery, AL 36111

Montney Lindsey
Eggle Circle
Goshen, AL 36035

Roger Lingenfelter
1109 Woodstock Ave.
Anniston, AL 36201

Mary Littleton
7308 Brampton Lane
Montgomery, AL 36117

Gay Litton
208 Clermont Dr.
Birmingham, AL 35209

Jean Long
201 East Camphor
Foley, AL 36536

Ritha Luckie
HC Rt. 2 Box 207
Minter, AL 36761

Florence Lynch
1548 Lakeview Dr. NW
Cullman, AL 35055

Ira Lynch
P O Box 433
Jackson, AL 36545

Tish MacInnis
904 Milly Francis St.
Wetumpka, AL 36092

Shirley McAfee
20501 Highway 22W
Clanton, AL 35045

Jacqueline McCants-Pringle
686 W. Jeff Davis Ave.
Montgomery, AL 36108

Gloria McCaster
4878 Watson Crossing Rd
Pine Apple, AL 36768

Joan McClellan
2700 Briarberry Cir
Birmingham, AL 35226

Brenda McComb
P O Box 1730
Tuscaloosa, AL 35403

Deborah McCune
Station 6250
University of Montevallo
Montevallo, AL 35115

Nancy McDaniel
AUM
7300 University Drive
Montgomery, AL 36117

Dian McDonald
12289 Lester Taylor Rd
Northport, AL 35475

Evelyn McDonald
1114 Montrose Dr
Tuscaloosa, AL 35405

John McDonald
3801 Alabama Ave
Tuscaloosa, AL 35404

Jamie McGinnis
615 Green Blvd
Adamsville, AL 35005

Mark McIntyre
1755 15th Ave South #1
Birmingham, AL 35210

Tom McKibben
P O Drawer 1688
Dothan, AL 36302

Susan McLain
123 Hickory Street
Childersburg, AL 35044

Bobbie McLauchlin
309 Faust Ave
Ozark, AL 36360

Patricia McMasters
P O Box 634
Frisco City, AL 36445

Sharon McPeters
1411 Montegallo Hwy
Alabaster, AL 35007

Constance McRae
2419 Gordon Smith Dr
Mobile, AL 36617

Rhonda Madari
5766 Meadowview Lane
Mt. Olive, AL 35117

Dawn Maddox
P O Drawer D
Red Level, AL 36474

Paye Mansel
2127 East South Blvd
Montgomery, AL 36116

Wanda Manosky
P.O. Box 2388
Muscle Shoals, AL 35662-2388

Ann Marchum
305 Crescent Dr
Troy, AL 36081

Douglas Marsh
914 Riderwood Drive
Butler, AL 36904

Dolline Marshall
P.O. Box 504
Leighton, AL 35646

Cathy Martin
3801 Alabama Ave
Tuscaloosa, AL 35404

Lea Martin
402 Willowbrook
Glencoe, AL 35905

Lowell Martin
180 April Lane
Sterrett, AL 35147

Elizabeth Mathes
P.O. Box 19888
Homewood, AL 35219-0888

Sheryl Matney
318 Woodland Cir
Troy, AL 36081

Anita Mauldin
P O Box 2367
Woodland, AL 36280

Linda Meadows
Rt. 4 Box 430
Alexander City, AL 35010

Sue Meadows
Rt. 7 Box 122
Florence, AL 36530

Bertha Lee Means
Rt. 1 Box 268
Letohatchee, AL 36047

Glennie Melton
P.O. Box 3095
Opelika, AL 36801

Gloria Melton
3830 Ridgeway Dr.
Birmingham, AL 35259

Ophelia Merrill
P O Drawer D
Red Level, AL 36474

Mr. & Mrs. Tim Messick
Rt. 2 Box 140AA
Andalusia, AL 36420

Deborah Miles
100 Wheathill
Savanah, GA 31408

R. Kim Miller
807 Eighth Ave
Andalusia, AL 36420

Daniel Miller
139 Daugette Hall
Jacksonville State University
Jacksonville, AL 36265

Kelly Miller
532 Belmar Dr
Birmingham, AL 35215

Larry Minor
50 N. Ripley
Montgomery, AL 36130

Amanda Mitchell
2811 Ray Way
Birmingham, AL 35235

Angie Mitchell
4250 Opelika Road #114
Auburn, AL 36830

Selena Mitchell
P.O. Box 2426
Opelika, AL 36803-2426

Charlotte Mobley
Newville AVC P.O. Drawer 70
Newville, AL 36353

Pamela Mobley
P.O. Box 19888
Homewood, AL 35219-0888

Alisa Monheit
1616 6th Ave S
Birmingham, AL 35205

Ann Moore
150 Glenwood Lane
Birmingham, AL 35242

Christopher Moore
800 Main St
Gardendale, AL 35071

Edmund Moore
50 N Ripley St
Montgomery, AL 36130

Patricia Moore
P O Drawer J
Demopolis, AL 36732

Leona Ryser Moore
409 Louise Street
Florence, AL 35633-1519

Bertha Morgan
825 Park Drive
Birmingham, AL 35235

Claude Morris
P.O. Box 1926
Decatur, AL 35602

Jennifer Morris
2506 Hamilton Rd.
Opelika, AL 36801

John Moskins
P O Box 1686
Decatur, AL 35602

Tommy Mosley
340 Ross Rd Rt. 7
Boaz, AL 35857

Verna Mozzo
203 Sylvan Drive
Enterprise, AL 36330

Nancy Murphy
116 Park Drive
Abbeville, AL 36310

Terry Newman
6925 Twin Beech Rd.
Fairhope, AL 36532

Wanda Northam
P.O. Box 1379
Vernon, AL 35592

Renee Norton
106 Talmadge Dr
Pelham, AL 35124

Carl Nowell
2129 East South Blvd.
Montgomery, AL 36111

Linda Nutt
P.O. Box 1730
Tuscaloosa, AL 35401

Connie O'Dell
P.O. box 250
Ashville, AL 35953

Verta O'Neal
P O Drawer J
Demopolis, AL 36732

Melissa Palmer
Rt. 2 Box 339P
Phil Campbell, AL 35581

Judith Parker
Dothan City Schools
500 Dusy Street
Dothan, AL 36301

Pam Parker
800 Main Street
Gardendale, AL 35071

Laura Parks
5288 Birdsong Rd.
Birmingham, AL 35242

Paula Paterno
2906 Citizens Pkwy
Selma, AL 36701

David Patterson
1228 Haley Center
Auburn University, AL

Linda Patterson
3543 Rockhill Road
Birmingham, AL 35223

Mr. & Mrs. Johnny Patterson
Rt. 3 Box 364-A
Grovehill, AL 36451

Patricia Patterson
1100 George Wallace Dr.
Gadsden, AL 35999

George Patton
2100 18th St S
Birmingham, AL 35209

Dan Payant
421 4th Ave. S.E.
Childersburg, AL 35044

Sharon Pearson
508 W. Smithfield Terrace
Dolomite, AL 35061

Edna Pendergrass
St. Clair Bd. of Education
Ashville, AL 35953

Lisa Pennington
1250 Atlantic Ave
Rocky Mount, NC 27893

Debra Peoples
2200 24th St
Northpost, AL 35476

Mary Peoples
206 Alabama Ave.
Selma, AL 36701

Todd Perkins
3280 Dauphin St., Bldg A, Ste 102
Mobile, AL 36606

James Perry
904 Milly Francis St.
Wetumpka, AL 36092

Shelia Peterson
Demopolis Jr. High
300 E. Pettus Street
Demopolis, AL 36732

Cynthia Phillips
2419 Gordon Smith Dr
Mobile, AL 36617

Randy Phillips
P O Drawer 1610
Tuscaloosa, AL 35403

Melinda Pierce
2711 Hwy 150
Hoover, AL 35244

Tom Pierce
2129 East South Blvd.
Montgomery, AL 36111

Virginia Pilgreen
101 Washington St.
Columbiana, AL 35051

Patricia Portzer
Route 8 Box 578
Jasper, AL 35501

Lena Powell
Rt. 1 Box 198
Yellow Bluff, AL 36769

Alicia Pritchett
308 So. 5th St., Apt. E
Gadsden, AL 35901

Joy Privett
322 4th Ave., NW
Arab, AL 35016

Linda Privett
P. O. Box F
Slema, AL 36702-0318

Carolyn Pruitt
1109 Hoke St
Gadsden, AL 35903

Chuck Pruitt
P.O. Box 1047
Tuscaloosa, AL 35403

Melody Queen
110 Stadium Dr
Alabaster, AL 35007

Philip Rabne
236 Goodwin Crest Dr
Homewood, AL 35209

John Ragland
P.O. Box 887
Talladega AL 35160

Jane Raines
P.O. Box 70
Winfield AL 35594

Donna Rainey
3765 Virginia Drive
Hueytown, AL 35023

Bari Rasbury
P.O. Box 1006
Troy, AL 36081

Penny Ray
2100 18th St S
Birmingham, AL 35209

Carolyn Reynolds
P O Box 2224
Decatur, AL 35602

Crystal Richardson
50 N Ripley St
Montgomery, AL 36130

Gerri Richardson
6900 Pinehurst Dr Apt L1
Thomasville, AL 36784

Martha Rigsby
Rt. 11 Box 254B3
Jasper, AL 35501

Diane Roberts
1222 Yorkshire
Prattville, AL 36067

John Roberts
219 N Walston Bridge Rd
Jasper, AL 35501

Kathy Roberts
Rt. 5 Box 7
Heflin, AL 36264

Jamie Roden
604 S. Sparkman
Hartselle, AL 35640

Connie Rogers
444 S Decatur St
Montgomery, AL 36104

Sarah Rollins
5141 Selkirk Dr
Birmingham, AL 35242

Dan Roth
5191 Pine Whispers
Birmingham, AL 35210

Velma Rowden
Route 1 Box 6
Thomasville, AL 36784

Jennifer Rucker
105 Mallard Cir
Indian Springs, AL 35124

Jane Ruddick
P.O. Box 3710
Montgomery, AL 36109

Carolee Ruffin
Rt. 1 Box 300A
Lisman, AL 36912

Doris Rudolph
2309 Cedar Key Ct
Mobile, AL 36695

Danny Russell
P.O. Box 1686
Decatur, A: 35602

Doug Russell
P.O. Box 109
Athens, AL 35611

Jo Russell
3801 Alabama Ave
Tuscaloos, AL 35404

JoAnn Rutledge
1350 37th St E Apt 706
Tuscaloosa, AL 35405

Patricia Rutledge
P.O. Box 197
Seale AL 36875

Cindy Rysedorph
3650 Bethune
Birmingham, AL 35223

Eddie Sammons
2129 E South Blvd
Montgomery, AL 36111-0568

Carol Sanders
Ashville High School
Ashville, AL 35953

Pattie Sanders
1503 8th Ave South
Pell City, AL 35125

Angela Sanzotera
3710 Resource Dr
Tuscaloosa, AL 35401

Melissa Scarbrough
429 Oakmont St
Saraland, AL 36571

Sonya Scroggins
1616 6th Ave S
Birmingham, AL 35233

Dawn Shalhopp
2129 E S Blvd
Montgomery, AL 36111

Vickie Shamblin
P O Box 19888
Homewood, AL 35219

Sandra Shamburger
Thomasville High School
Thomasville, AL 36784

Patricia Shelton
110 Terry Dr
Brewton, AL 36426

Fredrick Shepard
P. O. Box 272
Cropwell, AL 35054

Katie Purvis Sheridan
901 S 13th St
ED245G
Birmingham, AL 35294-1250

Diane Sherriff
P O Box 408-D
Lafayette, AL 36863

Ann Shirley
P.O. Box 19888
Homewood, AL 35219-0888

Steve Shivers
236 Goodwin Crest Drive
P.O. Box 19888
Homewood, AL 35219

Chris Sieving
211 Lake Ave
Troy, AL 36081

Diane Simmons
125 N Broadmax St Room 113
Dadeville AL 36853

Ginny Simpson
405 South Dean Rd.
Auburn, AL 36830

David Sims
1105 Woodstock Ave
Anniston, AL 36265

Julie Sims
206 Coffee Street
Talladega, AL 35160

Debbie Slauson
2137 Edinburgh Drive
Montgomery, AL 36116

Deborah Slawson
150 Glenwood Lane
Birmingham, AL 35242

Adelean Smith
Rt. 1 Box 282
Letohatchee, Al 36047

April Smith
506 Quincey St
Scottsboro, AL

Chris Smith
510 West Thomason Cir
Opelika, AL 36801

Lex Smith
P O Box 2568
Tuscaloosa, AL 35403

Linda Smith
P O Box 302101 SDE
Montgomery, AL 36130

Lynne Smith
1109 Woodstock Ave.
Anniston, AL 36201

Virginia Smith
P O Box 2216
Decatur, AL 35609

Ralph Smith
2419 Gordon Smith Dr.
Mobile, AL 36617-2395

Randy Smith
Box 174 Dozier Trailer Park
Troy, AL 36082

Lisa Snow
57 Briarhill Rd
Eufaula, AL 36027

Kathy Snyder
110 Stadium Dr
Alabaster, AL 35007

Chantelle Sonnier
1801 Oxmoor Road Suite 101
Homewood, AL 35209

Theresa Sorrell
Ross Clark Circle
Dothan, AL 36303

Emma Sorrells
Geneva County Schools
P. O. Box 250
Geneva, AL 36340

Deborah Southall
410 Southall Road
Pine Hill, AL 36769

Belinda Sowell
Rt. 1 Box 75
Clopton, AL 36317

Mary Sparks
405 South Dean
Auburn, AL 36830

Celeste Sparks
313 Avon Road
Montgomery, AL 36109

Pamela Speed
P.O. Box 221
Fairhope, AL 36533

Cynthia Speir
P O Box 811
Valley, AL 36854

Yolanda Spencer
P. O. Drawer 1610
Tuscaloosa, AL 35403-1610

Annie Spike
P. O. Box 167
Cleveland, AL 35049

David Sprayberry
500 Dusy St.
Dothan, AL 36301

Lisa Stamps
2162-E Ricky Ridge Rd
Birmingham, AL 35216

Deborah Stander
405 S Dean Rd
Auburn, AL 36830

Carol Standifer
#3 Church Street
Birmingham, AL

Angelia Stanfield
912 Frontier Dr
Pelham, AL 35124

James Stanfield
3441 LeBron Rd.
Montgomery, AL 36111

Debbie Stanger
405 S Dean Rd
Auburn, AL 36830

Karen Stanley
236 Goodwin Crest Drive
Homewood, AL 35219-0888

Susan Statum
1856 Fulton Ave SW
Birmingham, AL 35216

Gladys Stautner
Rt. 4 Box 315
Greenville, AL 36037

Melaney Stein
P. O. Box 811
Scottsboro, AL 35768

Gloria Stephens
P O Box 2216
Decatur, AL 35609

Mr. & Mrs. Max Stern
3776 Rockhill Road
Birmingham, AL 35223

Bernard Stewart
807 CC Baker Ave
Andalusia, AL 36420

Mr. & Mrs. Dale Stewart
7480 Baby Doe Rd
Brookwood, AL 35444

Kathy Stewart
P.O. Box 1005
Jackson, AL 36545

Jenny Stokes
211 Lake Ave
Troy, AL 36081

Lisa Stokes
Rt. 3 Box 157-A
Adamsville, AL 35005

Billy Ray Stokes
100 N Union St
Montgomery, AL 36130-1410

Gloria Stolsworth
P.O. Box 2388
Muscle Shoals, AL 35663-2388

Connie Stone
Rt. 2 Box 148
Leesburg, AL 35983

Gale Story
621 Cherry St NE
Decatur, AL 35602

Ann Stuedeman
401 East Bridge St
Wetumpka, AL 36092

Mary Stump
133 Deerhaven Cir
Gurley, AL 35748

Donna Sturkie
P.O. Box 184
Gadsden AL 35999

Dessie Suit
Star Rt. Box 32
Valhermoso Springs, AL 35775

Mattie Sullivan
1301 W Gulffield Dr
Mobile, AL 36605

Selma Swain
171 Hale Cir
Talladega, AL 35150

Helen Sweatt
19097 U. S. Hwy 11
Steele, AL 35987

Jerry Swift
2255 Washington Valley Road
Springville, AL 35146

Marvia Tait
Rt. 1 Box 372
Low, Pck. Tree, AL 36751

Marye Bess Tamplin
P O Box 338
Dothan, AL 36302

Mr. & Mrs. Rex Tankersley
7416 County Road 1223
Falkville, AL 35622

Shirley Taylor
1528 Emily Ave
Auburn, AL 36830

Lauretta Teague
110 Johnston St. S. E.
Decatur, AL 35601

Alan Thomas
4933 Bessemer Johns Rd
Bessemer, AL 35023

Joe Thomas
Lowndes Co. Area Voc School
189 Main St.
Hayneville, AL 36040

Patricia Thomas
P O Box 251
Pine Hill, AL 36769

Gary Thompson
Dothan City Schools
500 Dusy St
Dothan, AL 36301

Michael Thomson
407 Governor's Dr
Huntsville, AL 35805

Melinda Thrasher
Rt. 4 Box 363B
Haleyville, AL 35565

Majorie Tinker
180 Maok Morris Drive
Scottsboro, AL 35768

Verdell Trammell
P.O. Box 399
Fairfield, AL 35064

Sherrie Truelove
P. O. Box 1730
Tuscaloosa, AL 35404

Vicki Hicks Turnage
P. O. Box 1730
Tuscaloosa, AL 35403

Deborah Turner
4 Medical Office Park
Talladega, AL 35160

Donna Turner
1335 Colgate Rd
Moody, AL 35004

Gayle Turner-Courtney
P O Box 250
Geneva, AL 36340

J.C Turner
108 Sherwood Ave.
Troy, AL 36081

Teresa Turner
112 Village E
Haleyville, AL 35565

Bobbie Umbach
P.O. Box 3270
Auburn AL 36831

David Uptain
P. O. Box 251
Crossville, AL 35962

Mr. & Mrs. Donald VanHouten
116 Natchez Dr
Montgomery, AL 36117

Payton VanZant
P O Box 1097
Selma, AL 36702

James L. Vail, Jr.
P. O. Box 1730
Tuscaloosa, AL 35403

William Valentine
P O Box 278
Florence, AL 35631

Pam Valentino-Kulakowski
One Pirate Drive
Fairhope, AL 36532

Dianna Valerio
501 Hwy 195 N
Jasper, AL 35501

Louise Vaughan
P O Box 250
Geneva, AL 36340

Trina Vest
106 Parkway Dr
Alexander City, AL 35010

Washington Virgil
309 Faust Ave
Ozark, AL 36360

Jenetta Waddell
116 W Fifth St
Tuscumbia AL 35674

Donna Wagner
Bevill State Community College
Sumiton, AL 35148

James Waid
50 N Ripley St
Montgomery, AL 36130

Joan Waldron
P. O. Box 1327
Mobile, AL 36633

Pat Waller
Dothan City Schools
500 Dusy St
Dothan, AL 36301

Paul Walter
2419 Gordon Smith Dr
Mobile, AL 36617-2395

Joe Walters
101 W College St
Hartsell AL 35640

Bill Ward
2404 College St.
Montgomery, AL 36106

Mr. & Mrs. Gary Ward
301 20th Ct NW
Birmingham, AL 35215

Sandra Ward
P.O. Box 19888
Homewood, AL 35219-0888

Wanda Warnick
246 Warnick Dr
Altonna, AL 35952

Joyce Watson
Rt. 1 Box 263
Chancellor, AL 36316

Robert Watson
1105 Woodstock Ave.
Anniston, AL 36201

Merle Watson
3700 Richelieu Dr.
Birmingham, AL 35216

Royslyn Watters
1605 Laurel Ave. SW
Birmingham, AL 35211

Dot Weathers
111 State Docks Road
Eufaula, AL 36027

Brenda Weaver
P O Box 480801
Linden, AL 36748

John Weekly
412 North Broad Street
Wetumpka, AL 36092

Earl Weeks
P. O. Box 428
Opp, AL 36467

Ronnie Welch
P.O. Box 338
Dothan, AL 36302

Mitzi Wells
40 Hibiscus Dr.
Montgomery, AL 36109

Jill Wernicke
217 N Franklin Apt. 13
Troy, AL 36081

Kim Wesley
800 Main St.
Gardendale, AL 35071

Ann West
Rte 3, Box 68
Haleyville, AL 35565

Mabrey Whetstone
Division of Special Ed
50 N. Ripley
Montgomery, AL 36130

Louise White
P O Box 460
Phenix City, AL 36867

Verlinda White
2506 Hamilton Road
Opelika, AL 36801

Jan Whittaker
P.O. Box 883
Jasper, AL 35502-0883

LuAnn Whitten
Dothan City Schools
500 Dusy St
Dothan, AL 36301

Tricia Wiggins
P.O. Box 1730
Tuscaloosa, AL 35403-

Jerome Wilkins
106 Lakewood Circle
Rainbow City, AL 35906

Joanne Williams
P O Box 548
Camden, AL 36726

Mary Williams
350 Vanderbilt Dr
Mobile, AL 36608

Shelley Williams
P. O. Box 70
Winfield, AL 35594

Terry Williams
P O Box 385
Livingston, AL 35490

J. Frank Williamson
178 Brookhollow Dr
Pelham, AL 35124

Jerry Williamson
2419 Gordon Smith Drive
Mobile, AL 36617

John Williamson
P. O. Box 296
Scottsboro, AL 35768

Susan Williamson
501 West 6th St
Luverne, AL 36049

Janet Wimberly
161 Midway St
Jackson, AL 36545

Alicia Wingard
1108 Frisco St.
Homewood, AL 35209

Carole Wood
1912 East Lawson Dr
Birmingham, AL 35235

Elouise Woods
P.O. Box 1730
Tuscaloosa, AL 35403

Ferral Wyatt
2826 Maxwell Loop Rd.
Tuscaloosa, AL 35405

Mr. & Mrs. Ted Wyatt
460 Freeman Rd
Cullman, AL 35055

Dr. Virendra Yadav
345 37th Cr. N.E.
Birmingham, AL 35215

Mr. & Mrs. John Yocis
110 Herb's Carrytown Rd. Ests.
Midland, AL 36350

Milley Yother
170 Fairoaks Street
Gadsden, AL 35901

Frances Young
8801 Hargrove Road East
Cottondale, AL 35453

May Louise Zumwalt
19270 Greno Rd. #10
Fairhope, AL 36532

Proceedings for I, II, III, and IV

Browning, P. (Ed.) (1995). *Transition IV in Alabama: A profile of commitment*. Auburn, AL: Department of Rehabilitation and Special Education, Auburn University. Proceedings of the 4th annual statewide conference on transition.

The proceedings (and more) from Alabama's **4th** Annual Statewide Transition Conference. The first major section consists of 10 papers pertaining to transition programs and projects in Alabama. The second major section includes eight papers on family involvement in transition, including the keynote address of Dr. Ann Turnbull, Co-Director of the Beach Center on Families and Disability, University of Kansas. Among the remaining papers, several are devoted to three new training grants awarded to Auburn University for preservice and inservice training for Alabama's Transition personnel. These proceedings also provide a cumulative subject and author index for the last four conference proceedings. (68 pictures, 166 pages, $6.00)

Browning, P. (Ed.) (1994). *Transition III in Alabama: A profile of commitment*. Auburn, AL: Department of Rehabilitation and Special Education, Auburn University. Proceedings of the 3rd annual statewide conference on transition.

The proceedings (and more) from Alabama's **3rd** Annual Statewide Transition Conference. The first section focuses on the "Personal Stories told by Students in Transition. In addition, 15 other papers are included, most of which pertain to issues, programs, and services in the state. These proceedings also provide a cumulative subject and author index for the last three conference proceedings. (44 pictures, 146 pages, $6.00)

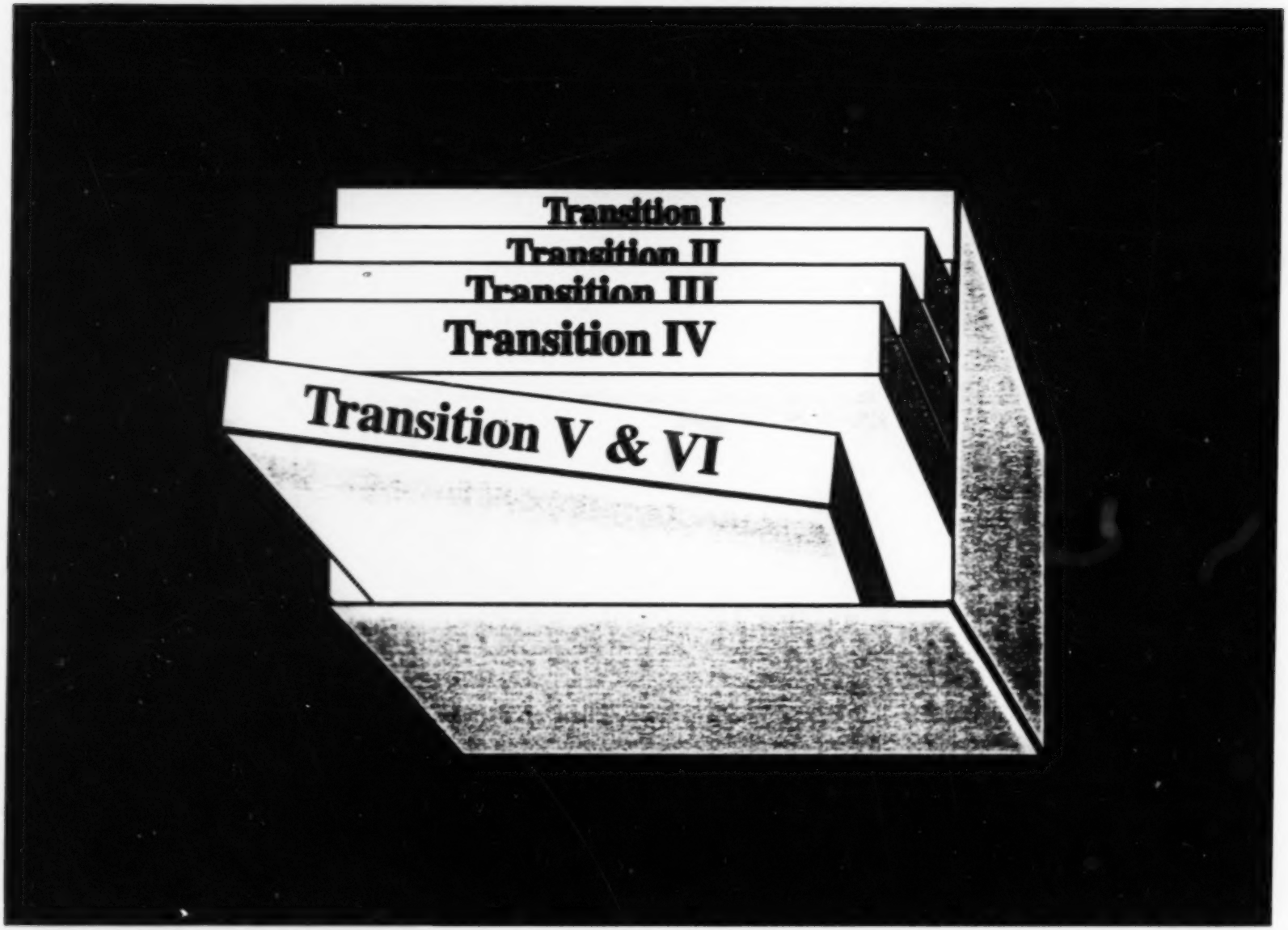
Browning, P. (Ed.) (1993). *Transition II in Alabama: A profile of commitment*. Auburn, AL: Department of Rehabilitation and Special Education, Auburn University. Proceedings of the 2nd annual statewide conference on transition.

The proceedings (and more) from Alabama's **2nd** Annual Statewide Transition Conference. Section One, *The **National Scene***, includes the keynote addresses delivered by two national leaders in transition, Drs. Halloran and Szymanski. Section Two, *A Window to Alabama's Commitment*, includes 10 papers on issues, programs, and services in the state. Section Three, *A Window to the Transition Literature*, includes 146 references grouped under (a) a Foundation, (b) Functional Assessment, (c) Functional Curricula, (d) Vocational Preparation, (e) Community Preparation, (f) Self-Determination, and (g) Interagency. (34 pictures, 139 pages, $6.00)

Browning, P. (Ed.) (1992). *Transition I in Alabama: A profile of commitment*. Auburn, AL: Department of Rehabilitation and Special Education, Auburn University. Proceedings of the 1st annual statewide conference on transition.

The proceedings (and more) from Alabama's **1st** Annual Statewide Transition Conference. Section One, *The **National Scene***, includes the keynote addresses delivered by two national leaders in transition, Drs. Halpern and Brolin. Section Two, *A Window to Alabama's Commitment*, includes 11 papers on issues, programs, and services in the state. Section Three, *Resources*, includes 64 annotated references. (30 pictures, 122 pages, $6.00)

available from
Department of Rehabilitation and Special Education
College of Education
1228 Haley Center
Auburn University, AL 36849


Transition I
Transition II
Transition III
Transition IV
Transition V & VI

201

202